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ABSTRACT

Using a previously validated competency pattern for the teacher coordinator, this research designs a distributive teacher education curriculum to serve as a model that can be modified for individual programs. The design includes a philosophy of distributive teacher education, curriculum planning, and a curriculum design. Also included are: (1) a document showing curriculum structure, (2) a curriculum schedule, (3) source syllabuses for both the undergraduate and graduate levels of instruction, and (4) a plan for evaluating a distributive teacher education program. This study should have significant implications not only for distributive teacher educators but for teacher-coordinators, supervisors, administrators, and other distributive education personnel. Earlier studies are available as ED 032 383 through ED 032 386 and ED 032 435. (Author/JS)

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COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION

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A Distributive Teacher Education Curriculum Theory Design

Lucy C. Crawford, Professor

Distributive Education

Virginia Polytechnic Institute and State University

This bulletin was produced and distributed

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FOREWORD

This bulletin is the report of a research study, "A Distributive Teacher Education Curriculum Theory Design." The purpose of the study was to utilize the competency pattern for a distributive teacher-coordinator in the construction of a distributive teacher education curriculum.

The report describes the procedure used in constructing a curriculum theory design for a specific distributive teacher education program which may serve as an example for similar developments at colleges and universities throughout the nation. The curriculum theory design includes a philosophy of distributive teacher education, curriculum planning, and a curriculum design. The curriculum design includes a document showing curriculum structure, curriculum schedule, and course syllabi for both the undergraduate and graduate levels of instruction. A plan for evaluating a distributive teacher education program is also included.

The study has significant implications not only for distributive teacher educators but for teacher-coordinators, supervisors, administrators, and other distributive education personnel.

The research study represented in this report was funded by the Distributive Education Service of the Virginia State Department of Education in cooperation with Virginia Polytechnic Institute and State University. The report was completed by Mrs. Lucy C. Crawford,

Professor of Distributive Education, Virginia Polytechnic Institute and State University. It was published and distributed through the courtesy of the Division of Vocational-Technical Education, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Requests for copies should be addressed to Mrs. Crawford.

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November 1971

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CHAPTER I

INTRODUCTION

The Problem.

The problem of the research study, "A Distributive Teacher Education Curriculum Theory Design," was to apply the competency pattern for a distributive education teacher-coordinator to the construction of a distributive teacher education curriculum. As an approach to this problem, a four-step plan was used to construct a curriculum theory design for the distributive teacher education program at Virginia Polytechnic Institute and State University. Hopefully, this design will serve as an example to distributive educators throughout the nation of the application of the competency pattern constructed in Phase I of the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."[1]

Background of the Problem.

Now that valid research had provided a competency pattern for the job of the distributive education teacher-coordinator and the educational objectives needed to develop the professional and technical competencies identified and evaluated in the study cited above, the need was to determine the learning experiences that should be included in a distributive teacher education curriculum

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[1] Lucy C. Crawford, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," Vols. I-V, (Blacksburg, Virginia: Virginia Polytechnic Institute, 1967 and 1969).

to accomplish these objectives. Such curriculum decisions are necessarily influenced by the philosophy of distributive teacher education of each institution preparing distributive education personnel.

Although teacher educators in each institution providing a distributive teacher education program should seek to design a curriculum which reflects local and state needs, they can use the proposed curriculum theory design in this study as a basis for their own curriculum decisions. The philosophy of distributive teacher education on a national basis will vary but little from institution to institution but some of the institution's unique features may cause the altering of some elements in the curriculum design. Hence, the proposed curriculum theory design will contain generalizable elements that will be applicable to any distributive teacher education curriculum. This design includes assumptions and postulates, definitions, curriculum planning, and curriculum design.

In addition to the <u>product</u> which provides an illustration of a curriculum document in its totality, including a syllabus for each distributive teacher education course, the research also provides the <u>process</u> used in curriculum design.

Virginia Polytechnic Institute and State University, Virginia's Land Grant University, provided an ideal climate in which to work the competency pattern for the distributive education teacher-coordinator into a curriculum design. The interdisciplinary

cooperativeness is reflected in the basic curriculum of distributive teacher education by the involvement of the Colleges of Business, Home Economics, Architecture and Arts and Sciences. Experiences on this campus had proven the willingness of departments to re-design courses or sections of courses to meet the needs of students in this curriculum. The fact that the course in textiles (offered in the College of Home Economics) was re-designed and that a course section provided by the College of Architecture, in principles of art and design, now focuses on learning experiences concerned with visual merchandising, gave promise to a rewarding experience in working with an interdisciplinary committee in planning the proposed curriculum design.

The distributive teacher education curriculum functions as a program in the Division of Vocational and Technical Education of the College of Education. The Division of Vocational and Technical Education, also, reflects the ease of involving an interdisciplinary approach to teacher education problems as it includes the vocational teacher preparation programs of business education, home economics education, vocational and industrial education, agricultural education and distributive education and the related field of industrial arts education.

The Distributive Education Program is one of the largest in the country with an annual enrollment of 75 to 90 undergraduate D.E. majors. A total of 50 quarter hours of undergraduate distributive

education courses are offered, including three off-campus experiences for directed occupational experience and student teaching. In addition, in-service training is provided both on and off campus.

Excellent classroom facilities are available and, in fact, serve as a model for the high school Distributive Education classroom. The facilities and equipment in this laboratory, together with a new college curriculum materials laboratory and technology center, provided a setting conducive to designing and implementing innovative ideas to incorporate into the overall curriculum theory design.

Definitions of Terms.

The reader's attention is called to the definitions of terms as they are used in this study.

Distributive Education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions.

Distributive Teacher Education Curriculum includes the general, technical and professional courses prescribed by a designated institution. It includes all other organized activities directed by the institution such as a curricular club.

A Curriculum Theory is a set of related statements that gives meaning to the school curriculum by pointing up the relationships among its elements and by directing its development, its use and its evaluation.

Educational Objective is a description of the student behavior which represents an intended outcome of the educational process, including the behavior the student is to display as well as the subject matter or content to be used in the display.

Syllabus is a curriculum guide which includes over-all and specific educational objectives; and arrangement of subject matter; learning experiences to give direction in meeting the stated objectives; and texts and references. An illustration of evaluative techniques may be included.

A Competency Pattern is a structural arrangement of professional and technical competencies needed by the distributive education teacher-coordinator to effectively perform critical tasks that are consistent with the philosophy of distributive education.

Learning Experience is an activity, planned by the school, whereby the student can practice the behavior implied by the objective.

Related Literature and Research.

A number of authors provided valuable guidance in the design of this research. The over-all design is supported by Beauchamp's (1961) thesis concerning a curriculum theory model. Beauchamp included in a proposed curriculum model a philosophy; a framework for planning; a curriculum document and a scheme for evaluating the curriculum. Tyler's work in curriculum development beginning with the eight-year study (1934-42) and continuing to the present time, revolves around four divisions of curriculum inquiry.

According to Tyler (1966) these are:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Tyler has revised his list of five principles concerning learning experiences included in his 1950 Monograph, Basic Principles of Curriculum and Instruction, and now provides statements concerning ten conditions for effective learning. Other literature reviewed concerning the curriculum process included Taba (1962), Cay (1966), Bruner (1960), and Smith (1950).

The research and literature concerning the construction of educational objectives, the classification of objectives and evaluation based on behavioral objectives proved helpful in delineating the problems concerning these aspects of curriculum development. Gagne (n.d.), Noll (1965), Remmers (1955), and Gronlund (1965) gave particularly good guidelines. Krathwohl's discussion in the article, "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," centered around the need for varying degrees of specificity of objectives. Krathwohl said, "All levels of specification of objectives are needed to guide the planning of the educational process." He described three levels of specificity, depending on how the objectives are to be used. The first level included those abstract and general objectives used in developing the type of course to be taught. The second level included the behavioral objectives which "analyze broad goals into more specific ones which are useful as building blocks for curriculum construction. These behaviorally stated objectives are helpful in specifying the goals of an instructional unit, a course, or a

sequence of courses." The third level included the objectives needed in creation of instructional materials. This level includes "objectives of specific lesson plans, the sequence of goals in these plans, and the levels of achievement required for each goal or objective." Specific objectives were the concern of Mager (1962).

Tyler (1966) believed that objectives should be stated at the highest level of generalization that experience will allow and that specifics should be used as illustrations. Tyler also stated that it is useless to try to formulate student behavior outcomes before analyzing and knowing the subject area involved.

The review of the literature and research related to the problem under consideration in this study provided guidelines for the design of the study. These and other sources not cited agree that curriculum decisions must be made in relation to broad educational pruposes, that instructional objectives should be stated in behavioral terms, that evaluation of instruction should be based on the stated behavioral objectives, that learning experiences should be planned to accomplish the objectives and that objectives should indicate varying levels or complexity. The interdisciplinary approach to planning the curriculum is strongly supported by the literature.

Assumptions and Limitations.

It is assumed that the curriculum theory design for distributive teacher education at Virginia Polytechnic Institute and State University will, with modifications to take into account local and state factors, be applicable to all institutions providing distributive teacher education programs.

This one year study was limited to the construction of the design culminating in a curriculum document, and includes a try-out of the findings under experimental conditions.

Objectives.

Specifically, the objectives were:

1. To construct a philosophy of distributive teacher education.
2. To organize previously constructed educational objectives (both professional and technical) into proposed courses.
3. To plan proposed courses considered by an Interdisciplinary Committee.
4. To construct a distributive teacher education curriculum design.

Procedures.

The process for constructing a distributive teacher education curriculum theory design at Virginia Polytechnic Institute and State University involved four steps: (1) the construction of a philosophy of distributive teacher education; (2) the tentative allocation of educational objectives (both professional and technical) to courses; (3) consideration of allocation of objectives by an Interdisciplinary Committee; and (4) the construction of a distributive teacher education curriculum document. Exhibit 1.A

shows a Curriculum Theory Model for Distributive Teacher Education. Since the procedures varied with each step, a detailed description of the procedures will be given as each step is discussed.

Exhibit 1.A

A CURRICULUM THEORY MODEL FOR DISTRIBUTIVE TEACHER EDUCATION[1]

ASSUMPTIONS & POSTULATES	DEFINITIONS
The center is a 4-year university providing an undergraduate degree in distributive education. The center also offers a Master of Science in Vocational Education and a Doctor of Education degree. Some students will enter the curriculum in the freshman year; others may transfer at varying intervals. Courses will be provided by several schools or colleges within the institution. The teaching staff will be qualified by both D.E. experiences and by professional training. The usual democratic values are held. An interdisciplinary approach will be used in curriculum planning.	A distributive teacher-education curriculum: the general, technical and professional courses prescribed by a designated institution. It includes all other organized activities directed by the institution, such as a curricular club. "A Curriculum Theory: a set of related statements that gives meaning to the school curriculum by pointing up the relationships among its elements and by directing its development, its use and its evaluation."[2] "Method: is that group of processes used by the teacher to implement the school curriculum as he arranges for and directs the subject matter."[3] Evaluation: "A process of determining whether goals have been achieved, method has been effective, and the worth of the goals achieved."[4] The syllabus: is a curriculum guide which includes over-all and specific educational objectives; an arrangement of subject matter; learning experiences to give direction in meeting the stated objectives; and texts and references.

[1] George A. Beauchamp, Curriculum Theory, Willmette, Ill.: The Kagg Press, 1961, p. 99.

[2] Ibid.

[3] Ibid.

[4] Ibid.

Exhibit 1.A
(continued)

CURRICULUM PLANNING	CURRICULUM DESIGN
Curriculum planning shall be done by all professional D.E. personnel and representatives from (a) the Vocational and Practical Arts Teacher Education Curricula (b) from general education, from technical education (c) from general professional education. The following procedure is suggested: 1. Construct a philosophy of distributive teacher education. 2. Analyze the present distributive teacher education at Virginia Tech by analyzing (a) the syllabi of courses in the professional area in relation to the "professional Know-How" of the Competency Pattern. 3. A Student Curriculum Committee will be appointed to assist in all phases of curriculum development. 4. A suggestion of an undergraduate program of courses for distributive education students will be developed. 5. An Interdisciplinary Advisory Committee will be selected to assist in re-designing course content, in providing educational experiences, and in providing participation activities that will develop the identified competencies. 6. Construct new courses at both the undergraduate and graduate levels where the need is indicated.	A written document will be prepared according to the definition of a distributive teacher-education curriculum. The document will include: 1. A list of courses arranged according to year and quarter or semester each course may be offered. 2. A catalogue description of distributive education courses 3. A syllabus for each distributive education course including: (a) a statement of objectives (b) a detailed topical outline (c) a list of suggested learning experiences (d) texts and references 4. A scheme for evaluating the distributive teacher education curriculum.

CITED LITERATURE AND RESEARCH

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CHAPTER II

A PHILOSOPHY OF DISTRIBUTIVE TEACHER EDUCATION

INTRODUCTION

The first step in constructing a curriculum theory design is to construct a philosophy to guide the curriculum planning and curriculum design that are a part of the curriculum theory. In this study, the construction of a philosophy of distributive teacher education was undertaken to serve not only the institution for which the research design was to be specifically constructed but to serve the other two institutions of higher learning which provide distributive teacher education as well. A philosophy of distributive teacher education must be consistent with philosophies of teacher education in general and also with the philosophy of the distributive education program.

The Problem.

The problem in the first step of the study was to construct a philosophy of distributive teacher education by validating a set of basic beliefs concerning scope, program of instruction, faculty, students, resources and facilities, evaluation, and interrelationships.

PROCEDURES

A variation of Q-methodology was used to provide a basis for constructing a philosophy of distributive teacher education to serve as a theoretical foundation for the distributive teacher

education curriculum theory design. A universe of statements of basic beliefs was formulated and tested in the form of a card sort.

Statements of basic beliefs were drawn from the literature and research concerning teacher education in general and distributive teacher education in particular; from conferences with selected leaders; and from personal experience of the investigator. The most valuable source for the construction of many of the basic beliefs was "Standards and Evaluative Criteria for the Accreditation of Teacher Education," because it was possible to take a position for distributive teacher education on most of the proposed standards. These statements on basic beliefs were reviewed by two nationally recognized experts in distributive teacher education, Professor Warren G. Meyer, University of Minnesota, and Professor Harland E. Samson, University of Wisconsin. The consultants reviewed the statements individually in terms of clarity, soundness and completeness and then in a joint conference, discussed with the investigator suggested revisions. The investigator reviewed each statement, as revised, with the distributive teacher education staff at Virginia Polytechnic Institute and State University before making final revisions.

After the final revision, each of the 83 statements was typed on a 3¼ x 4¼ card to form a Basic Belief card sort. The category in which the card was classified was typed at the bottom of the card, but the classification was not a part of the research. This

structured card-sort represented a set of hypotheses, which, if accepted, would become the theoretical foundation for the study.

The Basic Belief Card-Sort, with answer sheet, was mailed to all supervisory and distributive teacher education personnel in Virginia. This group is referred to as the State Distributive Education Staff in Virginia and at the time of the study was composed of the following:

State Supervisor and Assistant State Supervisor N = 5

Teacher Educators N = 9[1]

Each respondent was directed to sort the cards into the following piles:

1	2	3	4	5
Agree	Partially Agree	Neutral	Partially Disagree	Disagree

The respondent could arrange the cards as often as he liked, with no restriction on the number of cards in each pile. When the respondent was satisfied with his sorting, he recorded his answers on the answer sheet. On the cards which he placed in the "partially agree," "partially disagree," or "disagree" piles, he wrote comments clarifying the reason for the disagreements.

As one would expect from such a small, closely-knit group, there was a 100 percent return of the card-sorts.

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[1]The teacher education group was composed of the following: Old Dominion - 3; Virginia Commonwealth - 4; Virginia Polytechnic Institute and State University - 2 (the principal investigator disqualified herself as a reactor).

ANALYSIS AND INTERPRETATION

The data provided by the fourteen participants in the study were analyzed in this way: the degree of each participant was recorded and the measure of the degree to which the total group agreed with each statement was computed. An average of 1.0 would mean total agreement while an average of 5.0 would mean total disagreement. Although the largest average for any of the eighty-three statements of belief was only 2.0, the numerous comments by the participants made it possible to revise or refine the statements.

On a basis of this analysis a tentative revision of the statements of basic beliefs was prepared, together with a summary of the comments about each statement. A one-day retreat for all the participants was held to discuss each statement and the suggested revisions. With the exception of one teacher educator who was ill, all participants took an active part in the discussion, under the direction of the investigator. This conference served not only to synthesize the thinking of the entire State supervisory and teacher education staff concerning distributive teacher education, but to provide a forum for interpreting the reason for taking certain positions. As the distributive teacher education program grows larger, both in terms of the number of distributive teacher educators and the numberof teacher education institutions providing distributive teacher education, it becomes increasingly

important to put into writing the philosophical concepts which give direction to the program.

Tables 1 - 7 show each belief as it has been revised.

TABLE 1

STATEMENTS OF BASIC BELIEFS
CONCERNING SCOPE

Card Number	Belief Statement
01	That the primary objective of the undergraduate curriculum in distributive teacher education is to prepare high school distributive education teacher-coordinators.
02	That graudates of the distributive teacher education curriculum at the undergraduate level, in addition to being qualified as high school distributive education teacher-coordinators, should be qualified to: a. organize and administer an adult program b. teach selected adult classes c. teach selected post-secondary classes.
03	That graduates of the distributive education curriculum at the undergraduate level should expect to receive in-service training to further develop their competencies.
04	That distributive teacher education offerings at the graduate level should be provided to prepare: a. personnel for the post-secondary level b. distributive teacher educators c. supervisors of distributive education programs d. distributive adult specialists e. supervisors and administrators of other vocational programs f. professional preparation of specialists for various curriculums, such as fashion merchandising, petroleum, and food distribution.
05	That distributive teacher education offerings at the graduate level should provide advanced training for the high school D.E. teacher-coordinator: a. as part of an advanced degree b. for professional development

TABLE 1 (continued)

Card Number	Belief Statement Definitions
06	That graduate courses for professional development, as well as for advanced degrees, should be offered.
07	That the distributive teacher education department should take the major responsibility for placing its graduates and should coordinate its efforts with those of the University Placement Officer and the State Distributive Supervisory Staff.
08	That when requested the distributive teacher education department should provide consultant services to: a. local D.E. personnel b. state D.E. personnel c. post-secondary D.E. personnel d. sister institutions e. school administrators f. distributive businesses
09	That when requested the distributive teacher education department should provide in-service education to distributive education personnel at all levels.
10	That personnel in the distributive teacher education department should participate in conferences and institutes of and for business groups.
11	That distributive teacher educators should participate in selected coordinators' conferences and workshops.
12	That distributive teacher educators should contribute to the professional literature.
13	That distributive teacher educators should participate in activities of appropriate state and national professional organizations.

TABLE 1 (continued)

Card Number	Belief Statement Definitions
14	That distributive teacher educators should participate in selected distributive education youth leadership activities.
15	That distributive teacher educators may participate in local school evaluations.
16	That it should be possible to justify every professional and technical course in the undergraduate distributive teacher education curriculum in terms of professional and technical competencies identified in the Competency Pattern.
17	That the distributive teacher education institution has a responsibility for providing a full range of courses to develop professional competencies identified in the Competency Pattern.

TABLE 2

STATEMENTS OF BASIC BELIEFS
CONCERNING PROGRAM OF INSTRUCTION

Card Number	Belief Statement
18	That the distributive teacher education institution has a responsibility for providing a full range of subject matter courses to develop technical competencies identified in the Competency Pattern.
19	That flexibility should be provided in the undergraduate and graduate distributive teacher education technical course requirements by permitting students, upon approval of the adviser, to select a course or courses from each identified area of competency rather than requiring specific technical courses.
20	That the distributive teacher education department should offer subject matter courses if courses needed to develop identified technical competencies are not available or are not available at appropriate levels as a University offering.
21	That appropriateness of available technical or professional courses should be determined by course objectives, content, and learning experiences rather than by course title.
22	That courses which develop basic concepts concerning marketing and economics should serve as the primary foundational structure for the technical courses in the curriculum.
23	That directed distributive occupational experience should be coordinated with technical courses that provided the theoretical framework for the learning experiences involved.

TABLE 2 (continued)

Card Number	Belief Statement Definitions
24	That prerequisites for student teaching include: a. two courses in the area of human growth and development b. methods of teaching distributive education c. organization and administration of distributive education d. distributive occupational experiences (either through a directed program or regular employment).
25	That in addition to the directed occupational experience, it is desirable that the teacher-coordinator have the equivalent of at least one year's experience in a distributive occupation.
26	That students enrolled in the distributive teacher education curriculum should be encouraged to elect courses from fields allied to professional and technical courses that provide perspective and flexibility in teaching.
27	That a minimum of six weeks of full time student teaching under the supervision of a successful distributive education teacher-coordinator should be provided.
28	That the student teaching experience should be primarily at the level at which the student expects to enter his professional career and should include participation in other levels of instruction whenever possible.
29	That the student teaching experience should include participation activities in all the functions in the total job of the teacher-coordinator.

TABLE 2 (continued)

Card Number	Belief Statement Definitions
30	That the student teaching experience may include directed occupational and educational learning experiences in the business community for the purpose of assisting in developing competencies concerned with coordination.
31	That in determining the location for each student teacher to gain his or her experience the major considerations should be the student's needs in terms of personality characteristics, demonstrated strengths and weaknesses, and the prospects for a totally useful and successful experience.
32	That the selection of a local program to serve as a student teaching center should be based on the teacher coordinator's ability and willingness to provide a successful experience for a student teacher.
33	That a seminar for undergraduate students in distributive teacher education should be provided in order to synthesize the various elements in the curriculum.
34	That students should have an opportunity to participate in practical research as a part of their undergraduate preparation.
35	That a collegiate distributive education DECA chapter should be a part of each distributive teacher education program to provide learning experiences in club sponsorship.
36	That prospective teacher-coordinators should have an opportunity to learn how to use merchandising equipment in the D.E. classroom-laboratory.
37	That a variety of learning experiences to develop identified competencies should be incorporated into distributive teacher education courses.

TABLE 2 (continued)

Card Number	Belief Statement
	Definitions
38	That in distributive teacher education classes those techniques which should be applied in distributive education classrooms should be demonstrated.
39	That distributive teacher educators should use the latest available techniques and devices to enhance learning in the distributive teacher education courses.
40	That since most people learn better inductively, selected courses in distributive teacher education should be offered as early in the sequence of curriculum offerings as possible.
41	That graduate students at the master's level should have experience in a research activity.
42	That the distributive teacher education curriculum at both the undergraduate and graduate levels should adjust to changing needs in the distributive education program itself.
43	That distributive teacher educators should work cooperatively with teacher educators in other vocational services to construct courses to develop professional competencies common to two or more vocational areas.
44	That the commonality areas in the preparation of teachers at both undergraduate and graduate levels should be structured as interdisciplinary offerings to provide foundations for later appropriate specialized offerings, depending on the field of teacher preparation. (Examples of foundation offerings: adult education, post-secondary education, cocurricular activities and courses for those with special needs.)
45	That each distributive teacher education program should utilize advisory committees and/or consultants.

TABLE 3

STATEMENTS OF BASIC BELIEFS
CONCERNING FACULTY

Card Number	Belief Statement
46	That the distributive teacher education faculty should be both professionally and technically competent.
47	That professional competence of faculty members should be primarily determined on a basis of formal education and scholarly performance.
48	That each distributive teacher educator should have at least two years of successful experience in a distributive education program.
49	That technical competence of faculty members should be determined primarily on a basis of the quantity and quality of formal technical preparation together with the quantity and quality of occupational experience.
50	That when student enrollment in the distributive teacher education curriculum justifies it the professional staff should be recruited to provide specializations in such phases of the distributive education program as high school, post-secondary, and adult.
51	That a percentage of time of each full-time distributive teacher educator should be allotted to in-service training.
52	That adjustments should be made in the teaching load of the person delegated as head of the distributive teacher education department to compensate for administrative responsibilities.
53	That time and resources should be made available so that faculty members can continue their professional growth (courses, attendance at meetings, etc.).

TABLE 3 (continued)

Card Number	Belief Statement
	Definitions
54	That adjustments should be made in the teaching load of D.E. faculty members to compensate for non-teaching responsibilities in research and extension and in non-teaching duties requiring exceptional time.
55	That duties and responsibilities of distributive teacher educators regarding in-service training should be clearly defined to distinguish between training and supervision.

TABLE 4

STATEMENTS OF BASIC BELIEFS
CONCERNING STUDENTS

Card Number	Belief Statement
56	That criteria be established for determining admission and retention of students in the distributive teacher education curriculum.
57	That students interested in a career as a teacher of distributive education should be encouraged to enroll in the distributive teacher education program as early in their college career as possible.
58	That distributive teacher educators, as advisors, should assist students in planning their program of studies in light of the students' strengths and weaknesses.
59	That distributive teacher educators should provide information concerning career opportunities to students enrolled in the distributive teacher education curriculum.
60	That distributive teacher educators should inform students about professional organizations and current educational issues.

TABLE 5

STATEMENTS OF BASIC BELIEFS
CONCERNING RESOURCES AND FACILITIES

Card Number	Belief Statement
61	That distributive teacher educators should recommend to the proper agency the purchase of an adequate number of current books, periodicals, microfilms, microfiche, filmstrips, and other teaching aids pertinent to the distributive teacher education curriculum.
62	That distributive teacher educators should have access to selected trade journals and other selected teaching materials for classroom use.
63	That distributive teacher educators should recommend the procurement of adequate equipment and materials appropriate to the unique characteristics of the distributive teacher education curriculum.
64	That a distributive teacher education classroom-laboratory should provide facilities for teaching prospective distributive education teacher-coordinators a way to simulate occupational experiences.
65	That a distributive teacher education classroom -laboratory should provide movable tables and chairs to facilitate a variety of teaching techniques.
66	That projections of future needs concerning all phases of the distributive teacher education program should be made sufficiently in advance to adequately prepare to meet these needs.
67	That audio-visual equipment be available in the D.E. classroom-laboratory for the use of the students in their demonstrations as well as for the distributive teacher educator's use.

TABLE 5 (continued)

Card Number	Belief Statement Definitions
68	That adequate clerical and supporting services be provided, so that the professional energies of the distributive teacher education faculty are not dissipated on subprofessional tasks.

TABLE 6

STATEMENTS OF BASIC BELIEFS
CONCERNING EVALUATION

Card Number	Belief Statement
69	That evaluative comments concerning the distributive teacher education curriculum should be solicited from student teachers and supervising teacher-coordinators.
70	That a follow-up study of graduates of the distributive teacher education curriculum should be conducted periodically for the purpose of using the results to improve the program.
71	That a follow-up of graduates during the first year of employment following graduation should be conducted.
72	That both informal and formal procedures of assessing teaching effectiveness should be utilized to evaluate the instructional program.
73	That the distributive teacher education department should establish effective working relationships within school divisions.

TABLE 7

STATEMENTS OF BASIC BELIEFS
CONCERNING INTER-RELATIONSHIPS

Card Number	Belief Statement
74	That distributive teacher educators share with the state department of education the responsibility for disseminating information about innovations to distributive education personnel.
75	That distributive teacher educators should assist in the preparation of instructional material for distributive education programs--the specific role of each teacher education institution within a state to be jointly determined by the institution and the appropriate state agency.
76	That distributive teacher educators must consider the needs of the various types of schools they serve.
77	That distributive teacher educators may act as a liaison between state and national businesses and the public schools.
78	That research programs involving distributive education students and/or teacher coordinators should be coordinated with the state distributive education staff.
79	That state workshops and institutes should be coordinated by teacher education and state supervisory personnel within the state.
80	That in order to function effectively, there must be continuous liaison among the institutions of higher learning providing distributive teacher education in the state and nation.
81	That the state distributive education supervisory staff should have a contributing role in determining the direction and emphases of the distributive teacher education program.

TABLE 7 (continued)

Card Number	Belief Statement Definitions
82	That course work compatible with degree and/or certification requirements should be transferrable from one sister institution within a state to the other where distributive teacher education programs are offered.
83	That various institutions of higher education within a state may, by design, duplicate some of the functions in their distributive teacher education programs.
84	That distributive teacher educators may serve as consultants to distributive education personnel and to local school administrators on educational problems.

CHAPTER III

CURRICULUM PLANNING

Curriculum planning was a major element in the curriculum theory design to which the efforts of this research were devoted. Curriculum planning involved two steps: (1) the tentative allocation of previously determined professional and technical objectives to current courses or to proposed new courses; (2) the allocation of professional and technical objectives to courses or departments by members of an Interdisciplinary Committee.

Objectives to develop professional and technical competencies needed by the D.E. teacher-coordinator were constructed and evaluated in Phase II of the research project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."[1] The objectives were based on the Competency Pattern, constructed in Phase I of that study, which includes a philosophy of distributive education, the critical tasks in the job of the D.E. teacher-coordinator, and the competencies required to perform the tasks.[2] In that phase of the study, the professional objectives were organized around the five major functions of the D.E. teacher-coordinator's job: teaching, guidance, coordination, public relations, and administration. The teaching category was broken into four categories: curriculum develop-

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[1]Lucy C. Crawford, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," Vol. V, Blacksburg, Virginia: Virginia Polytechnic Institute, 1969.

[2]Lucy C. Crawford, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," Vol. I, Blacksburg, Virginia: Virginia Polytechnic Institute, 1967.

ment, methods of teaching, the teaching-learning process, and human growth and development. The administration category was broken into three sub-categories: administration of distributive education, administration of the adult program, and principles of vocational education. The technical objectives were grouped around ten competency areas in the high school, adult, and post-secondary curriculums: advertising, communications, display, economics and marketing, human relations, mathematics, merchandising, product and service technology, operations and management, and selling.

The objectives were grouped under major concepts in each of the above areas. A terminal (or general) objective and a group of enabling objectives were listed under each concept. The terminal objective was deemed to be the "ultimate" objective, which in some instances may not be attained until a series of experiences (both in organized classes and on-the-job) are realized. The classification numbers used in the taxonomic system of classifying educational objectives developed by Bloom, et al., (1956) for the cognitive domain and by Krathwahl, et al., (1964) for the affective domain were used to indicate the degree of complexity of each objective, although no attempt was made to evaluate this classification.[3]

Tentative Allocation of Objectives

The investigator used course syllabi, catalogue descriptions, and personal knowledge of course content in making a tentative

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[3] Op. cit., p. 1192.

allocation of professional and technical objectives to courses. The major purpose of this step was to identify those objectives the investigator felt should be a part of distributive education courses so that old syllabi could be revised and new syllabi could be proposed where the need was indicated.

The Interdisciplinary Committee

The Interdisciplinary Committee was composed of four representatives of the Department of Marketing of the College of Business; two representatives of the College of Arts and Sciences; one representative from the College of Home Economics; two representatives of general professional education; and two representatives of vocational teacher education at Virginia Tech. Each member was selected because he personally taught, or was responsible for, a course required in the distributive teacher education curriculum at Virginia Tech.

The Committee met for a day and a half in a motel forty miles from the campus. It was felt that members of the Committee could concentrate better on the problem confronting them if they could be isolated. The meeting began with dinner on the first evening. The remainder of the evening was devoted to orienting the committee members to the problem of designing a preparation program for prospective distributive education teacher-coordinators. In order to familiarize the committee with the job of a D.E. teacher-coordinator, four Virginia Tech graduates of the distributive teacher education curriculum were invited to give a description of certain facets of the D.E. teacher-coordinator's job. Each graduate was assigned one

or more functions in the job of the teacher-coordinator and based his remarks on the critical tasks in that function. Committee members asked numerous questions of the graduates as they related their personal experiences in performing these tasks. Since all distributive education teacher-coordinators in Virginia have a responsibility concerning the adult phase of the program and since numerous enthusiastic references were made to the adult program, particularly at the supervisory and management level, the concept of a comprehensive distributive education program was clearly presented. This orientation set the stage for the tedious work scheduled for the following day.

During the morning session the members of the committee reacted to a card-sort made up of the terminal objectives--both professional and technical. Each member was asked to sort the cards into five piles:

1	2	3	4	5
My Dept.	D.E.	My Dept. & D.E.	Some Other Dept.	Don't Know

Members were asked to make comments on the backs of the cards if they needed to clarify their positions.

The fact that each committee member read and reacted to each of the 112 professional terminal objectives and to each of the 155 technical terminal objectives not only provided the researcher with valuable opinions, but served to acquaint those outside the D.E. department who are most responsible for the preparation of prospective D.E. teacher-coordinators with the objectives that have been

agreed upon as essential in a distributive teacher education curriculum.

In the afternoon session, each committee member was given a card-sort of enabling objectives concerned with a particular competency area for which the professor was responsible. Each member was asked to sort the cards into the following piles:

1	2	3	4	5
My course	My course, but needs application	Not in my course, but under consideration	In my graduate course	Under consideration for graduate course

The last hour of the Committee Meeting was reserved for questions and answers. The notes from this open-end discussion were used to assist in interpreting the results of the reactions to the card sorts.

The data from the two cards sorts were tabulated and comments from the participants were summarized. After a careful analysis of this data the investigator prepared revised course syllabi for old D.E. courses and developed new course syllabi for additional courses for which the research indicated a need.

The D. E. Student Curriculum Committee

A Student Curriculum Committee composed of the president of the collegiate chapter of DECA and two students elected by their peers (seniors enrolled in the block of courses preparatory to student teaching) was appointed. These students were requested to seek opinions from their classmates and from freshmen and sophomores and

juniors regarding all aspects of the curriculum: e.g., schedule, content, teaching methods, texts and references, learning experiences, evaluation, and course advisement. Two formal meetings were held with the committee. Their suggestions were particularly helpful regarding to program operation. The value of having a dialogue concerning curriculum between students and faculty proved so beneficial that the Student Curriculum Committee is still operating. The committee is now elected in the Spring of each year with rising seniors as the committee members. Feed back from seniors is obtained through a seminar for returning student teachers.

The curriculum design for distributive education at the undergraduate and graduate levels at Virginia Polytechnic Institute and State University is presented in the following chapter.

CHAPTER IV

CURRICULUM DESIGN

Based on research findings from the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education,"[1] the distributive teacher education curriculum at Virginia Polytechnic Institute and State University is designed to develop competencies needed by the distributive education teacher-coordinator to effectively conduct distributive education programs.

The distributive education teacher-coordinator is a member of the local school staff who teaches distributive and related subject matter to students preparing for employment. He coordinates classroom instruction with on-the-job training or with occupationally oriented learning activities of students. He is responsible for the distributive education in the high school and is sponsor of the local distributive education club. In Virginia, he is responsible for administering the adult program in his community.

Since the high school D.E. teacher-coorinator's job is basic to all other jobs in the distributive education hierarchy, with the exception of the adult instructor, it is assumed that a curriculum designed to prepare a D.E. teacher-coordinator should include an undergraduate and a graduate program of studies based on clearly identified behavioral objectives in each competency area.

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[1]Lucy C. Crawford, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," Blacksburg, Virginia Virginia Polytechnic Institute, Vols. I-IV, 1967; Vol. V, 1969.

The undergraduate curriculum includes, in addition to general technical, and professional education courses, supervised student teaching and directed occupational experiences. These off-campus experiences are also based on specific objectives and are described in the course syllabi D.E. 403, D.E. 405, D.E. 416-426.

In the general education portion of the curriculum, care was taken to include courses to develop basic mathematical, communications, and economic competencies needed by the D.E. teacher-coordinator.

The technical courses are provided by the College of Business, the College of Home Economics, and the College of Architecture. In addition, the D.E. courses D.E. 301, D.E. 302, D.E. 402, and D.E. 411-421-431 are considered subject-matter courses since they deal with the destributive education high school, adult, and post-secondary curriculums.

The professional portion of the curriculum includes general professional and specific professional (D.E.) courses. It should be noted that the course, Ed. 314, Psychological Foundations I, includes objectives concerning human growth and development and Ed. 324, Psychological Foundations II, includes objectives concerning the teaching-learning process. These objectives were identified in the research study previously cited under the area of <u>teaching</u>. Two vocational courses at the undergraduate level are interdisciplinary: Ed. 301, Principles of Vocational Education and Ed. 4013, Audio-Visual Methods. It has been recommended that Ed. 303, Planning and

Conducting Co-Curricular Activities, which has previously been taught as interdisciplinary courses be sectioned for the various occupational areas.[2]

The research identified a number of objectives related to those guidance competencies needed by the D.E. teacher-coordinator. In conferences with vocational teacher education staff members, it was suggested that an interdisciplinary course be constructed to develop these competencies. The proposed course, Guidance for Vocational Education Teachers (Vo. Ed. 4014) is the result of this recommendation.

UNDERGRADUATE CURRICULUM DESIGN

Curriculum Structure.

The undergraduate curriculum is structured to include college core requirements, professional core requirements, teaching major requirements, specialized (D.E.) requirements, preferred electives and free electives. The organizational structure, the schedule of courses, and a list of catalogue descriptions are presented on the following pages.

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[2] This recommendation is based on comments included in the study, Edward H. Crockett, "A Follow-up Study of VPI Graduates".

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN EDUCATION
TEACHING MAJOR: DISTRIBUTIVE EDUCATION

	COLLEGE REQUIREMENTS		DISTRIBUTIVE EDUCATION REQUIREMENTS	
1.	Core Requirements	72	Core Requirements	72
	A. Humanities	18	Humanities	18
			English 18	
	B. Social Studies	18	Social Studies	18
			Am. Hist. 3	
			Soc. Studies Electives 6	
			Economics 9	
	C. Laboratory Science and Mathematics	18	Laboratory Science and Math.	18
			Science 12	
			Math 6	
	D. Health and Physical Ed.	6	Health and Physical Ed.	6
	E. Electives	12	Electives (electives from A, B, C above)	12
2.	Professional Education Core Requirements	27	Professional Education Core Requirements	27
	A. Psychological Foundations	6	A. Psychological Foundations	6
	B. Social Foundations	3	B. Social Foundations	3
	C. Curriculum and Instruction	9	C. Curriculum and Instruction	9
	D. Student Teaching	9	D. Student Teaching	9

3. Requirements in Area of Teaching Major	45-70	Endorsement for D.E.	46
		Technical courses such as: Salesmanship, Advertising, Marketing, Sales Management, Retail Management, Personnel Management, Textiles, Clothing and Man, and Principles Art and Design	21
		Distributive Education Courses such as: Areas of Distribution, Store Operations, Principles of Merchandise Control, and Trends in Distribution	18
		Directed Occupational Experience	7
4. Specialized Requirements		Specialized Professional Requirements	12
		Methods of Teaching Distributive Education	6
		Organization and Adm.	3
		Supv. Adult Teaching	3
5. Electives		Electives	32
		Preferred Electives Ed 4013 - Audio Visuals Ed 301 - Principles of Vo. Ed. Ed 303 - Co-Curricular Activities DE 202 - Occupational Analysis	12
		Free Electives	20
	Total 189		Total 189

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

UNDERGRADUATE
DISTRIBUTIVE EDUCATION CURRICULUM

Freshman Year	I	II	III	Totals	Code*
DE 201 - Introduction to D.E.			3__	(3)	RC
English 112 - 122 - 132 Types of Discourse and Literature	3__	3__	3__	(9)	CC
Science (12 hours)					
_____ _____ _____	4__	4__	4__	(12)	CC
History (American)_____	3__			(3)	CC
Mathematics _____ _____ _____	3__	3__	3__	(9)	CC
Military 111 - 121 - 131 - ROTC I or HPED (1000 series)_____ _____ _____	1__	1__	1__	(3)	CC
Sophomore Year					
Economics 211 - 221 - 231 Principles of Economics (or equivalent)	3__	3__	3__	(9)	CC
English or American Literature _____ _____ _____	3__	3__	3__	(9)	CC
Speech 201 Public Speaking			3__	(3)	CC
HPE (Any health course) _____		3__		(3)	CC
Electives in Social Science_____ _____ _____ _____	3__	3__	3__	(9)	CC

189 quarter hours required for graduation

*Codes: CC - College Core
TM - Major
PE - Prof. Ed
RC - Required for Certification
PFE - Preferred Elective
E - Elective

Third and Fourth Years	I	II	III	Totals	Code*
DE 301 Principles of Merchandise Control			3__	(3)	TM
DE 302 Store Operations			3__	(3)	TM
DE 401 Organization and Coordination of DE	3__			(3)	RC
DE 402 Trends in Distribution	3__			(3)	TM
DE 405 Supervised Teaching		9__		(9)	PE
DE 416-426 Directed Store Experience	5__	2__		(7)	TM
DE 411-421-431 Areas of Distribution	3__	3__	3__	(9)	TM
DE 412-422 Methods of Teaching D.E.	3__		3__	(6)	RC
Ed 314-324 Psychological Foundations I and II (formerly Ed 203-204)	3__	3__		(6)	PE
Ed 302	3__			(3)	PE
Ed 409 Methods, Materials, and Practices		6__		(6)	PE
Ed 4013 Audio-Visual Methods	3__			(3)	PE
Electives in Business Administration and/or CTRA 201 Textiles (21 hours)					
_____ _____ _____	3__	3__	3__	(9)	TM
_____ _____ _____	3__	3__	3__	(9)	TM
_____	3__			(3)	TM
English 303 Publicity Media		3__		(3)	CC
Preferred Electives (11)					
Ed 301-Principles of Vo.Ed., 301 Co-Curricular Activities	3__	3__		(6)	PFE

Ed 403 Supv. Adult Teach. DE 201 Occu. Anal.	2__	3__	(5)	PFE
Art 112 Principles of Art and Design		3__	(3)	PFE
Free Electives(18)_____ _____	3__	3__	(6)	E
_____ _____ _____	3__	3__	(6)	E
_____ _____	3__	3__	(6)	E

Requirements for Graduation - 189 hours

*Code:

CC - College Core
PFE - Preferred Elective
TM - Major
PE - Prof. Ed
E - Elective
RC - Required for Certification

CATALOGUE DESCRIPTION

DISTRIBUTIVE EDUCATION COURSES

Virginia Polytechnic Institute and State University

UNDERGRADUATE

D.E. 201 Introduction to Distributive Education

The course is planned to give prospective distributive education teacher-coordinators an over-view of the distributive education program: its history and development, its aims and objectives and its activities. A study of the career opportunities open to graduates of the distributive education curriculum will give students an insight into the need for each of the courses (general, technical, and professional) included in the curriculum. D.E. major or consent of instructor. (3H, 3C), II & III.

D.E. 202 Occupational Analysis in Distribution (New)

A study of the structure of occupations for the purpose of developing competencies in career development and curriculum development. Students will analyze distributive jobs in terms of specific and related job duties and competencies and will investigate career continuums. D.E. major or consent of instructor. (3H, 3C), II.

D.E. 301 Curriculum Development in Merchandise Control and Buying (replacing Principles of Merchandise Control and Buying)

The concern of this course will be the study of the procedures of buying and merchandise control in distributive businesses to develop the competencies needed by the D.E. teacher-coordinator for teaching in this area. (3H, 3C), III.

D.E. 302 Curriculum Development in Store Operations

The course is concerned with the study of the types and functions of retail store operations. The focus of such study will be on developing the competencies needed by the D.E. teacher-coordinator for teaching in this area. D.E. major or consent of instructor. (3H, 3C), III.

D.E. 401 Organization and Coordination of Distributive Education

A study of the responsibilities of the D.E. teacher-coordinator regarding the function of teaching, guidance, coordination, DECA sponsorship, public relations, and administration. D.E. major in senior block. (3H, 3C), I.

D.E. 402 Trends in Distribution

The emphasis in this course is on the teacher-coordinator compentency in assisting high school students in conducting practical research studies related to problems in marketing and distribution. (3H, 3C)

D.E. 403 Administering the D.E. Adult Program

A study of the responsibilities of the D.E. teacher-coordinator for the administration of the adult phase of the distributive education program. Students will conduct orientation classes for part-time employees as a part of their training. D.E. majors in senior block. (3H, 3C), I.

D.E. 412-422 Methods of Teaching Distributive Subjects

Individual and group methods of instruction, preparation of lesson plans, classroom management and control, demonstration teaching, and evaluation of achievement. D.E. majors. (3HC, 3C), III & I.

D.E. 411 - 421 - 431 Areas of Distribution

Human relations, selling, sales promotion, and marketing as these areas affect distributive education high school, adult, and post-secondary curriculums. D.E. majors. (3H, 3C each quarter)

D.E. 416-426 Directed Occupational Experience

Prior to entering the senior year, students spend approximately 300 hours in sales or sales supporting activities and complete a workbook describing all major phases of the distributive organization providing the experience. During the student teaching experience, students spend three weeks in directed observation of supervisory and management activities. 416 (300H, 5C), 426 (200H, 2C)

PROPOSED

GRADUATE COURSES

D.E. 501 Philosophy of Distributive Education Programs

A study of the supervisory and administrative functions associated with distributive education programs. Students will be assigned activities, real and simulated, which will provide insight to the role of D.E. supervisory personnel. PRE: D.E. 401 or consent of instructor, (3H, 3C)

D.E. 502 Individualizing Distributive Education Instruction

A study of the principles and practices of individualizing instruction. Emphasis is placed on techniques of assisting each student to pursue his career interest in distribution according to his capabilities. PRE: D.E. 412 or consent of instructor, (3H, 3C)

D.E. 503 Curriculum and Materials in Distributive Education

A study of principles of curriculum development as they relate to distributive education curriculum at the high school, adult, and post-secondary levels of instruction. (3H, 3C)

D.E. 504 Contemporary Issues in Distributive Education

This course will consider such issues as aims and objectives of distributive education, federal and state financial support of vocational programs, curriculum patterns in D.E., staffing a distributive education program, adult distributive education, post-secondary distributive education, and supervision of distributive education programs. (3H, 3C)

D.E. 505 Community College Programs for Distributive Occupations

A study of the developmental and organizational aspects of a program for distributive occupations within the Community College structure. Emphasis will include the need, role, requirements, opportunities, facilities, communications, and operations for implementation of distributive occupational/technical programs.

D.E. 506 Administering an Adult Distributive Education Program

A study of procedures in organizing and directing a distributive education program. Emphasis will include formulation of goals and design of a program to accomplish these goals.

Course Syllabi Undergraduate Courses

Course syllabi for undergraduate distributive education courses and for a proposed interdisciplinary guidance course are based on research findings. Old courses have been re-structured to include specified behavioral objectives. The course, Trends in Distributism (D.E. 402), has been changed from a two-credit course to a three-credit course. The new emphasis is on preparing the teacher-coordinator to direct practical research. The course, Supervised Adult Teaching (D.E. 403), has also been changed from a two-credit to a three-credit course to permit more emphasis on the administration of the D.E. adult program. Since this course provides an opportunity for the student to teach several sessions of a pre-employment class off-campus, time must be provided for in-class demonstrations as well as this laboratory experience. It was found that in the two-credit course, there was not sufficient time to accomplish the objectives that had been allocated to this course. It was also found that an additional course at the graduate level would be needed to develop some of the more complex objectives. The only new course is D.E. 202, Occupational Analysis in Distribution. Some distributive education students have elected the course VIED 201, Occupational Analysis, which is designed for industrial education students. The industrial education instructor recommended that a course be designed for distributive education students. Although the basic principles in the two courses are the same, the application of the principles is unique to each discipline.

D.E. 201

INTRODUCTION TO DISTRIBUTIVE EDUCATION

I. Catalogue Description:

201 INTRODUCTION TO DISTRIBUTIVE EDUCATION

The course is planned to give prospective distributive education teacher-coordinators an over-view of the distributive education program: its history and development, its aims and objectives and its activities. A study of the career opportunities open to graduates of the distributive education curriculum will give students an insight into the need for each of the courses (general, technical, and professional) included in the curriculum. PRE: D.E. Major or consent of instructor. (3 credits)

II. Old Course

III. Specific Course Objectives

Students will be able to:

Explain terms identified with the distributive education program.

Be aware of the need for education for distributive workers at all levels of the employment scale.

Display an understanding of the aims and objectives of the distributive education program.

Be aware of the historical events which influenced legislation affecting distributive education.

Identify leaders in distributive education and other vocational services--both state and national.

Display a knowledge of the organizational structure for distributive education in Virginia and in the nation.

Be aware of the relationships between distributive education and other vocational education programs.

Be aware of qualifications for the job of the D.E. teacher-coordinator.

Identify career opportunities for a graduate in distributive education.

IV. Instructor:

Distributive Education Staff

V. Texts and Teaching Aids:

References:

The Virginia Distributive Education Coordinator's Handbook

Annual Descriptive Reports (State Department of Education)

Selected Speeches

Selected Periodicals

Books on Retail Careers and Institutions

VI. Subject Matter Syllabus:

A. Aims and Objectives of Distributive Education

1. Definition of terms peculiar to the distributive education program
2. Definition of distribution
3. Goals of distributive education

B. Career opportunities in the field of distribution

1. Career continuum in distributive businesses
2. Competencies needed in identified careers
3. Educational needs of distributive workers

C. History and development of education for distribution

1. The contribution of Mrs. Lucinda Prince
2. The establishment of colleges
   a. Prince School of Retailing
   b. Pittsburgh Bureau of Retailing Training
   c. New York University School of Retailing
   d. Current school and departments of retailing

D. History and development of distributive education

1. The development nationally
   a. The George-Deen Act
   b. The George-Barden Act
   c. The 1963 Vocational Education Act

2. The development in Virginia
   a. The Waynesboro Story
   b. Analysis of growth and development

3. Progress of program nationally

E. The organization of distributive education

1. Organization of distributive education in Virginia
2
2. Organization of distributive education in U.S. Office of Education

F. The relation of distributive education to other vocational programs

G. Opportunities in distributive education

H. Qualifications of the distributive education teacher-coordinator

VII. Special Assignments and Their Purpose:

1. Make a five minute speech on any phase of distribution or Distributive Education.

   Purpose: to familiarize students with field of distribution. Topics include transportation, credit, selling, advertising, display, etc.

2. Write a term paper on the same topic as speech. The speech and term paper are assigned together to provide training in oral and written communication as well as to increase knowledge of the field.

3. Put up a bulletin board with one of these purposes in mind: to recruit high school students; to recruit students for V.P.I. & S.U. curriculum; to teach others about some phase of distribution. Students work in groups of three. Bulletin boards are judged by students on the following basis: Purpose achieved--50; power to attract attention--25; color line and design--25.

4. Read five articles a week on any phase of distribution or distributive education.

   Purpose: to introduce students to the wealth of interesting information in periodicals about the field of distribution and distributive education.

5. Read and write report on one book on retail careers and institutions.

D.E. 202

OCCUPATIONAL ANALYSIS IN DISTRIBUTION

I. Catalogue Description:

202 OCCUPATIONAL ANALYSIS IN DISTRIBUTION

A study of the structure of occupations for the purpose of developing competencies in career development and curriculum development. Students will analyze distributive jobs in terms of specific and related job duties and competencies and will investigate career continuums. PRE: D.E. Majors or consent of instructor. (3 credits.)

II. New Course

III. Justification:

Occupational analysis is considered a major tool in curriculum development since the occupation is the principal source of curriculum content. The insight that students gain of the job requirements will be extremely helpful to them as they counsel high school students about careers in distribution. As a result of this course, the student should be able to:

1. Identify elements of an occupational analysis.
2. Explain the principles of course development.
3. Determine competencies based on an analysis of a selected job.
4. Utilize the Dictionary of Occupational Titles and other research findings to analyze distributive occupations.
5. Develop a career continuum in one basic area.
6. Analyze specific and related job duties.
7. Analyze interpersonal relationships in a distributive business.
8. Identify supervisory responsibilities in selected jobs.
9. Analyze equipment and material needs in an establishment.
10. Formulate course objectives based on an occupational analysis.

IV. Instructor:

D.E. Staff

V. Text:

Fryklund, Verne C., Analysis Technique for Instructors, Milwaukee: Bruce Publishing Company, 1965.

Mager, Robert F. and Kenneth M. Beach, Developing Vocational Instruction, Palo Alto, California: Fearon Publishers, 1967.

References:

Crawford, Lucy C., A Competency Pattern Approach to Curriculum Construction in Distributive Education, Vol. I-IV, Blacksburg, Va.: Virginia Polytechnic Institute, 1967.

Ertel, Kenneth A., "Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments," Moscow, Idaho: University of Idaho, 1966.

VI. Subject Matter Syllabus:

A. Introduction to occupational analysis

B. Principles of course development

C. Distributive occupations by D.O.T. classification

D. Specific and related job duties

E. Interpersonal relationship in distributive occupations

F. Supervisory responsibilities

G. Equipment and materials analysis

H. Career continuum

I. Job competencies

J. Instructional objectives

K. Course objectives

D.E. 301

CURRICULUM DEVELOPMENT IN MERCHANDISE CONTROL AND BUYING
(replacing Principles of Merchandise Control and Buying)

I. Catalogue Description:

301 CURRICULUM DEVELOPMENT IN MERCHANDISE CONTROL AND BUYING
(replacing Principles of Merchandise Control and Buying)

The concern of this course will be the study of the procedures of buying and merchandise control in distributive businesses to develop the competencies needed by the D.E. teacher-coordinator for teaching in this area. (3 credits)

II. Old Course (Change of Title)

III. Purpose:

The intent of this course is to provide the future distributive education teacher-coordinator with a basic understanding of the principles of merchandise control and buying. With this foundation as background, the future D.E. teacher will be better prepared to develop instructional units.

Objectives for D.E. 301:

Following are selected statements of objectives which allow the student of this course to begin to focus on the kinds of behavior the student will be expected to demonstrate in an observable manner. The general objective for this course is to prepare the student so that he/she will be able to apply the material presented regarding the management of merchandise control and buying in order to better plan and conduct the activities for which the individual may one day be responsible. The future setting for the individual may be in a distributive business or in a distributive education program. In either case, the same competencies must be possessed.

The student will be able to:

Interpret the retail method of inventory.

Interpret vendors' terms and discounting policies.

Indicate the tasks to be regularly performed by the buyer.

Recognize the importance of engaging in selling floor activities to maintain customer contacts necessary for good merchandising.

Value the role of the buyer or deparment manager in supervising the selling of merchandise and further developing salespeople.

Interpret various factors in the uses of model stock plan.

Identify the factors which influence open-to-buy.

Compute open-to-buy.

Describe a store's price-line structure and pricing policies.

Recall legislation applicable to pricing.

Describe the influence of factors, in addition to cost price, which affect the retail price of merchandise.

Maintain an accurate record of the supply of merchandise on hand or amount to reorder.

Figure retail prices for items of merchandise when quoted cost prices.

Compute markup percent.

Decide into which retail price line an item of merchandise should go when quoted its cost price.

Analyze an "open-to-buy" to learn of overbought conditions or money available for buying.

Compute stock-to-sales ratios.

Compute turnover.

Describe a store's operating expenses.

Interpret a profit and loss statement for a distributive business.

Interpret orders and invoices and other basic forms used in inventory control.

IV. Instructor:

Distributive Education Staff

V. Subject Matter Syllabus:

I. Markup and Price Lines

A. Individual markup
B. Cumulative markup
C. Average markup
D. Initial markup
E. Price lines

II. Orders, Invoices, Vendors' Discounts

A. Trade discounts
B. Cash discounts
C. Terms and dating

III. Retail Method of Inventory (as a statement of profit and loss)

A. Total merchandise handled
B. Cost of merchandise sold
C. Stock transfers
D. Additional markup
E. Price changes
F. Retail reductions
G. Expenses
H. Profit

IV. Seasonal Merchandise Plans

A. Stock planning
B. Sales planning
C. Open-to-buy
D. Turnover
E. Stock-to-sales ratio

VI. Text:

To be selected

References:

Merchandising Division, National Retail Merchants Association. The Buyer's Manual. New York: National Retail Merchants Association, 1965.

Piper, Edwin B. Merchandising Mathematics. Cincinnati, Ohio: South-Western Publishing Company, 1967.

VII. Major Assignments: Each student will:

1. be assigned the weekly responsibility of identifying and abstracting area reference sources.

2. be asked to solve daily assignments in merchandising math--case studies and problems.

3. complete two quizzes.

4. complete the mid-term exam.

5. participate in a field trip to Roanoke to meet with store buyers.

6. submit a paper (approximately 1,500 words) concerning the store buyer for a retail store.

D.E. 302

CURRICULUM DEVELOPMENT IN STORE OPERATIONS
(replacing Store Operations)

I. Catalogue Description:

302 CURRICULUM DEVELOPMENT IN STORE OPERATIONS

The course is concerned with the study of the types and functions of retail store operations. The focus of such study will be on developing the competencies needed by the D.E. teacher-coordinator for teaching in this area. PRE: D.E. major or consent of instructor. (3 credits)

II. Old Course (Change in Title)

III. Objectives for the Course:

The following objectives will allow the student of this course to begin to focus on the kinds of behavior he will be expected to demonstrate in an observable manner. The general objective for this course is to prepare the student so that he/she will be able to apply the material presented regarding store operations in order to better plan and conduct the activities for which the individual may one day be responsible. The future setting for the individual may be in a distributive business or in a distributive education program. In either case, the same competencies must be possessed.

The student will be able to:

Identify types of typical personnel organizations used by different sizes of business operations.

Follow lines of authority set forth by a personnel organization.

Feel that a personnel organization chart, by showing lines of authority, can be an aid in maintaining good morale.

Recall the factors which influence store arrangement and layout.

Indicate the ways to develop department or store merchandise arrangements in relation to floor space expense, potential sales and profits.

Recognize operations that have utilized good principles of store merchandise arrangements.

Feel that profit contributions of products should be a determining factor in featuring and allocating prime display space and locations.

Feel that customer buying motivations are helpful in planning department display space allocations.

IV. Instructor:

Distributive Education Staff

V. Text and References:

Text:

Davidson, William R. and Alton F. Doods, Retailing Management, New York: Ronald Press Co., third edition, 1966.

References:

Duncan, Delbert J. and Phillips, Charles F., Retailing Principles and Methods. Homewood, Ill.: Richard D. Irwin, 1967.

Distributive Education Service, Division of Vocational Education, Va. State Department of Education. Store Operation and Management. Vol. 41, No. 2, Richmond, Va.: State Department of Education, 1959.

Distributive Education Service, Division of Vocational Education, Va. State Department of Education. Sales Supporting Activities and Customer Services. Vol. 41, No. 8, Richmond, Va.: State Department of Education, 1959.

The Merchandising Division of the National Retail Merchants Association, The Buyer's Manual. New York: National Retail Merchants Association, 1965.

VI. Subject Matter Syllabus:

A. The Nature of Retailing--structure and environment

B. Retail Organization
   1. Scope
   2. Trends

C. Store Location
   1. Factors
   2. Significance

D. Store Layout
   1. Characteristics
   2. Requirements

E. Store Control

F. Retail Personnel Management

G. Merchandise Management

H. Customer Service

I. Retailing Risks

J. Store Maintenance

K. Coordination of Total Operations

VII. Major Assignments:

Each student will:

1. be assigned the weekly responsibility of one outside reading on the current topic or a future topic.

2. provide analyses of case problems in store operations which will be submitted periodically.

3. prepare case problems in a retail store with possible solutions.

4. participate in a field trip to Roanoke to meet with retail store personnel.

5. submit a paper (approximately 2,000 words) concerning a trend affecting store operations.

6. review and comment on a Virginia D.E. unit pertaining to the general area of store operations. The unit will be provided by the instructor.

7. complete a mid-term exam.

8. complete a final exam.

D.E. 401

ORGANIZATION AND ADMINISTRATION OF DISTRIBUTIVE EDUCATION

I. Catalogue Description:

401 ORGANIZATION AND ADMINISTRATION OF DISTRIBUTIVE EDUCATION

A study of the responsibilities of the D.E. teacher-coordinator regarding the function of teaching, guidance, coordination, DECA sponsorship, public relations, and administration. PRE: D.E, majors in senior block. (3 credits)

II. Old Course (Change of Title)

III. Purpose:

The purpose of the course is to develop the competencies needed by the distributive education teacher-coordinator to organize and administer a comprehensive distributive education program. Specifically, the student will be able to:

comprehend the meaning of terms unique to the D.E. program.

explain the aims and objectives of the distributive education program.

describe the curriculums for high school, post-secondary and adult programs.

formulate a concept of the total job of the D.E. teacher-coordinator.

demonstrate the ability to evaluate his personal qualities in relation to those deemed necessary for the D.E. teacher-coordinator.

plan a D.E. program to accomplish stated objectives.

conduct a community survey.

apply the principles of practical research in conducting a shopping or service survey.

describe a plan for working with an advisory committee.

demonstrate the ability to develop policies to serve as flexible guidelines in the selection of D.E. students for both the cooperative and the project of the program.

analyze the philosophical concepts regarding coordination.

select and maintain training stations that provide the best possible training.

demonstrate the ability to make effective observation visits.

demonstrate the ability to design on-the-job learning experiences.

demonstrate the ability to communicate with various publics about the D.E. program.

comprehend the pattern for the administration of vocational education and distributive education.

perceive the role in the adult distributive education program.

become familiar with local budgeting problems in D.E.

prepare a plan for securing and filing appropriate educational materials.

demonstrate the ability to serve as advisor to the D.E. club.

evaluate the effectiveness of the local D.E. program.

IV. Instructor:

Distributive Education Staff

V. Proposed Text:

Crawford, Lucy C. and Warren G. Meyer, Organization and Administration of Distributive Education, Columbus, Ohio: Charles E. Merrill Publishing Company. Expected publication date 1972.

References:

Virginia Distributive Education Coordinator's Handbook

Virginia Distributive Education Operations Manual

VI. Subject Matter Syllabus:

A. Philosophy of Distributive Education
   1. Definitions
   2. Aims and Objectives

B. Curriculum Offerings

1. High School
2. Adult
3. Post-Secondary

C. The Job of the D.E. Teacher-Coordinator

1. The teaching function
2. The guidance function
3. The coordination function
4. The club sponsorship function
5. The public relations function
6. The administrative function

D. Planning Activities

1. Community surveys
2. Shopping and service surveys
3. Graduate surveys
4. Advisory committees
5. Planning calendars

E. Guidance Activities

1. Recruiting students
2. Selecting students
3. Counseling students

F. Coordination Activities

1. Selecting training agencies
2. Placing students
3. Coordination of instruction
4. Evaluation of students progress on the job

G. Public Relations Activities

1. The goals of public relations
2. The effective use of media

H. Organization for administration of D.E.

1. State organization
2. U.S. office organization

I. Adult Distributive Education Responsibilities

1. Determine the need for adult distributive education
2. Promote and maintain enrollment
3. Secure, train, and supervise adult instructors
4. Evaluate adult program
5. Keep accurate records

6. Prepare adult budget
7. Instruct if qualified to do so and time permits

J. Administrative Responsibilities

1. The D.E. budget
2. Securing and filing educational materials

K. Administering the D.E. club

1. Organizing the club
2. Assisting students in establishing goals
3. Assisting students in preparing a program of activities
4. Training DECA officers and committee chairmen

L. Evaluation

1. Evaluation of total D.E. program
2. Preparation of annual report

D.E. 402

TRENDS IN DISTRIBUTION

I. Catalogue Description

402 TRENDS IN DISTRIBUTION

The course, Trends in Distribution, provides an opportunity for students to identify and analyze trends in distribution. Students will study marketing research procedures and will conduct a research study concerning a marketing problem. As a result of this course, students should be able to assist high school D.E. students in conducting practical research studies related to problems in marketing and distribution. (3 credits)

II. Old Course

(The new emphasis in this course is on the use of practical research as a teaching tool. The credit hours have been changed from two to three to allow time for independent study.)

III. Specific Objectives

The student will be able to:

Identify and classify trends in distribution.

Explain the role of marketing research.

Locate and select appropriate sources of secondary and primary marketing data.

Explain major sampling techniques.

Follow marketing research procedures in conducting a study in marketing.

Demonstrate the ability to use selected statistical measures.

Give an oral report of his independent study.

IV. Instructor:

Distributive Education Staff

V. Texts and Teaching Aids

Harris, E. Edward, Marketing Research

Trends in Distribution, Virginia State Department of Education.

VI. Subject Matter Syllabus:

A. Introduction to Trends in Distribution

1. Characteristics and importance of trends
2. Classification of trends

B. Marketing research as a tool for studying trends

1. The role of marketing research
2. Purposes of the DECA studies in marketing projects and creative marketing projects

C. Sources of Data

1. Secondary data
2. Primary data

D. Some methods of research

E. Selecting and defining the problem

F. Some sampling techniques

G. Some research procedures

H. Some statistical measures

I. Preparing the written report

VII. Learning Experiences:

1. Determine through ten personal interviews the reasons why consumers purchase a selected type of product and then categorize these reasons according to the four p's of the marketing mix.

2. Using secondary data, record the information requested on the pass-out sheet.

3. Prepare and pretest an appropriate questionnaire for collecting marketing data to determine (1) how effective the advertising plan is, or (2) the shopping habits of customers.

4. Using the Virginia Tech Student Directory, determine a sample of students that would be economical and effective in a study of shopping habits of Tech students. Identify the universe from which your sample was chosen and the type of sample you selected for this program.

5. Select a research problem in which you are interested. Prepare a proposal including the following items:

   a. Statement of the problem

   b. Specific objectives

   c. Procedures for collecting the data

   d. Time schedule

6. Prepare a written report of your independent study. Use the outline for preparing a report recommended by the American Marketing Association, Marketing Research, p. 106.

7. Present a ten-minute oral report of your study to the class. Use visuals to present major findings.

D.E. 403

ADMINISTERING THE D.E. ADULT PROGRAM

I. Catalogue Description:

403 ADMINISTERING THE D.E. ADULT PROGRAM

A study of the responsibilities of the D.E. teacher-coordinator for the administration of the adult phase of the distributive education program. Students will conduct orientation classes for part-time employees as a part of their training. PRE: D.E. majors in senior block. (3 credits)

II. Old Course (changed from two to three hours to allow time to develop identified objectives)

III. Justification:

In Virginia, every high school distributive education teacher-coordinator is expected to organize and administer distributive education adult courses in his community. The purpose of this course is to develop the competencies required to handle the administrative responsibilities involved and to give the students an opportunity to gain limited experience in working with students in an adult setting. Specifically, the student should be able to:

1. Describe the goals of the adult program.

2. Identify responsibility of the D.E. teacher-coordinator in the development of the adult program in budget planning, securing and training part-time adult instructors, evaluating an adult program and record keeping for the adult program.

3. Identify responsibilities of the D.E. teacher-coordinator in the development of the adult program in budget planning, securing and training part-time adult instructors, evaluating an adult program and record keeping for the adult program.

4. Identify specific procedures to follow at the opening and closing sessions of an adult class.

5. Describe the adult curriculum.

6. Prepare a schedule of classes for an adult program.

7. Recall items which must be included in the financial budget.

8. Identify sources for recruiting instructors.

9. Identify procedures to follow in adult instruction.

10. Explain methods for securing and maintaining enrollment in the adult classes.

11. Identify the methods of evaluation of the adult program.

IV. Instructor:

Distributive Education Staff

V. Text:

Staton, Thomas F., How to Instruct Successfully, New York: McGraw-Hill Company, 1960.

Virginia Distributive Education Coordinator's Handbook

VI. Subject Matter Syllabus:

A. Philosophy of the Adult Program

1. Need
2. Basic Beliefs concerning adult distributive education

B. Program Administration

1. Planning course offerings
2. Promoting the adult program
   a. Securing enrollment
   b. Maintaining enrollment
3. Budgeting
4. Securing and Training Adult Instructors
5. Evaluating the Adult Program
   a. The scope of the adult program
   b. The quality of the adult instructor
   c. The effectiveness of the adult program
6. Maintaining Records
   a. Enrollment and attendance reports
   b. Financial records
7. Handling of the Opening and Closing Class Sessions

C. Teaching Adult Classes
(Preparation for teaching sessions of pre-employment classes for part-time employees)

VII. Major Assignments:

1. Prepare detailed lesson plans for the sessions of the pre-employment class you will teach.

2. Demonstrate one lesson before selected members of the class. Evaluate your demonstration by reviewing the video-tape.

3. Teach three sessions of the pre-employment class as assigned.

4. Complete term project according to the following outline.

   A. Obtain publicity from local newspapers pertaining to the adult program.

   B. Prepare a planning calendar for the adult program

   C. Prepare a budget for an adult class

   D. Prepare state reports

   E. Complete all state forms

   F. Organize a training plan for an adult instructor.

   G. Prepare a promotional plan for an adult class

   H. Prepare a brochure

   I. Prepare a newspaper publicity release

   J. Prepare a presentation explaining the adult certificate plan

   K. Evaluate the adult class

D.E. 411 - 421 - 431

AREAS OF DISTRIBUTION

I. Catalogue Description:

411 - 421 - 431 Areas of Distribution

Curriculum development in the areas of human relations, selling, sales promotion, marketing, and economics as these areas affect distributive education high school, adult, and post-secondary curriculums. D.E. Majors. Three credits each quarter.

II. Old Courses:

III. Course Objectives:

The purpose of each areas course is to develop the competencies needed by the prospective distributive education teacher-coordinator to develop curriculum materials and effectively communicate the technical content in the D.E. high school, post-secondary and adult curriculums. The specific objectives which follow are in terms of competencies required by distributive workers. It is assumed that the teacher-coordinator would not only develop these competencies, but that he would be able to secure materials, design learning experiences, and evaluate student performance related to the objectives. He should display an understanding of the "Competency areas concept" of the D.E. curriculum.

Specifically as a result of the course D.E. 411, the student should be able to teach a distributive worker to:

1. Be aware of the characteristics of today's customer.

2. Display an understanding of the factors affecting human relations in business.

3. Be aware of personal characteristics needed for employability.

4. Display skill in solving human relations problems by the case method.

5. Weigh the importance of a strong sales approach.

6. Relate the importance of determining customer buying motives to successful selling.

7. Incorporate product and service information into a sale.

8. Select the best method for creating customer desire for a product.

9. Incorporate a customer's questions and objections into a successful sale.

10. Incorporate various methods to help a customer make a buying decision.

11. Decide on an appropriate closing for a sale.

12. Assess the importance of suggestion selling to increased volume.

13. Formulate a concept regarding the role of credit in selling.

14. Weigh the importance of customer services as selling tools.

15. Form a concept of the salesperson's role in regard to business and public relations policies.

16. Evaluate the need for carefully handling customer complaints.

17. Determine the best approach for handling situations in which merchandise is being returned for exchange, cash refund or charge credit.

Specifically, as a result of the course, D.E. 421, the student should be able to teach the distributive worker to:

1. Demonstrate the ability to define terms unique to marketing and economics.

2. Formulate a philosophy of the American private enterprise system.

3. Value the market as the focus of the American economy.

4. Formulate a concept concerning prices.

5. Formulate a concept of the role of the individual in the American economy.

6. Explain the role of government in the American economy.

7. Comprehend the role of financial institutions.

8. Value the role of profits.

9. Comprehend the effect of competition in the American private enterprise system.

10. Comprehend some principles of distribution.

11. Comprehend the role of international, national trade in the American economy.

12. Formulate a concept of the relationship between labor and management.

Specifically as a result of the course, D.E. 431 the student should be able to teach the distributive worker to:

1. Understand principles of design and arrangement.

2. Comprehend the principles of color.

3. Illustrate the principles of design and arrangement.

4. Formulate a concept concerning the role of display in merchandising.

5. Demonstrate the ability to integrate technical elements into effective display.

6. Demonstrate the ability to judge the importance of various fixtures to display.

7. Demonstrate the ability to use point-of-sale signs as sales.

8. Demonstrate the ability to identify sources of ideas for display.

9. Demonstrate the ability to identify trends affecting advertising and display.

10. Demonstrate the ability to relate the importance of adequate merchandise information to display.

11. Demonstrate the ability to relate certain housekeeping duties to effective display.

12. Demonstrate the ability to weigh the importance of the planning and preparation necessary for effective display.

13. Demonstrate the ability to appraise the importance of space and location to effective display.

14. Demonstrate the ability to develop display signs.

15. Understand the uses and the purposes of advertising.

16. Demonstrate the ability to assess the importance of various media to effective advertising.

17. Demonstrate the ability to incorporate the elements of written advertising into an advertising layout.

18. Demonstrate the ability to appraise the significance of brand names and slogans.

19. Have a sense of value concerning the role publicity plays in a business's image.

20. Demonstrate the ability to relate the importance of advertising and display to effective selling.

21. Demonstrate the ability to weigh the importance of coordinating other sales promotion activities with advertising.

22. Demonstrate the ability to weigh the significance of planning expenses involved in advertising preparation.

IV. Instructor:

Distributive Education Staff

V. Subject Matter Syllabus (D.E. 411)

A. Sales Process

1. The approach

a. Open a sale with a greeting, merchandise or service approach
b. Determine the most appropriate time to approach a customer to open a sale
c. Determine the most suitable statement or remark to make in opening a sales conversation

d. Feel strongly that the customers should be approached promptly
e. Believe that self-confidence and interest in customers strenghtens a sales approach

2. Determine customer's buying motives (finding his needs and desires)

a. Recall the types of customer buying motives
b. Discover a customer's buying motives
c. Detect customer needs and desires through appropriate questioning
d. Develop a sales presentation around identified buying motives
e. Believe that the successful closing of a sale usually depends on the appeal to a customer's dominant buying motives
f. Be sensitive to customer clues such as actions, conversation, etc., that give indications of needs and desires

3. Arousing interest in products and service

a. Translate product knowledge into customer benefits
b. Recognize selling features and/or services
c. Believe that genuine enthusiasm for merchandise will create interest and desire in customers
d. Feel that a reasonable number of an item should be shown to avoid confusing the customer
e. Relate product information to successful selling

4. Building desire to own the product

a. Get merchandise into customer's hands to create attachment to item
b. Demonstrate merchandise as it may be used by customers
c. Discover ways of showing and displaying merchandise to enkindle interest and desire in customers
d. Feel strongly that value is added to merchandise that is handled with care and respect
e. Feel that a customer will become more interested in merchandise if he is encouraged to handle or use it

B. Sales Process - Advance Technique

1. Answering questions and overcoming objections

   a. Apply the best method for meeting customer objections promptly when they arise
   b. Recognize customer resistance as valid objections or as excuses
   c. Create a stronger sales presentation by anticipating customer resistance
   d. Feel that customer objections are a normal part of a sale
   e. Feel strongly that customer objections must be handled and overcome with care and respect
   f. Recognize and interpret customer objections as indicators of concerns and therefore to be preferred to the silent customer

2. Closing the sale (winning conviction)

   a. Detect where the customer is in his thinking to assist him through the remaining buying decisions
   b. Determine when either underselling or overselling is becoming detrimental to a sale
   c. Feel that the final buying decision is not hard to obtain when the customer has been helped to make minor choices
   d. Believe that questioning, observing and listening are necessary to the successful completion of a sale
   d. Believe that customers must be given "real" reasons for buying

3. Closing the sale (obtaining action)

   a. Recall the methods used in closing a sale
   b. Discover "buying signals" or readiness to buy on the customer's part
   c. Incorporate appropriate timing in the successful completion of a sale
   d. Select the most appropriate postsale activity
   e. Enjoy helping a customer make a buying decision

4. Suggestion selling

   a. Recognize the kinds of suggestion selling which can be used

b. Employ the most appropriate method of suggestion selling to increase the average sale
c. Suggest merchandise from his department or to other departments in the store
d. Determine when and how suggestion selling should be attempted
e. Feel that suggesting additional merchandise, better quality merchandise, and substitute merchandise is a service to the customer and increases volume and proftis as well

C. System Training

1. Cash register use and change-making

a. Explain the correct use of a cash register
b. Use the cash register correctly and efficiently himself
c. Use the correct procedure for making change and counting it
d. Feel that careful change-making will increase customer confidence
e. Relate the importance of ringing sales correctly on the cash register to store operation and control

2. Sales checks

a. Recall the usual types of information required on sales checks
b. Employ proper methods when writing out sales checks for cash, charge, lay-away or C.O.D. transactions
c. Handle charge plates correctly when writing out a charge

D. Credit Services - Selling Tools

1. Credit and installment plans

a. Recall various types of credit plans, terms, and policies
b. Interpret the terms and policies of various types of credit and installment plans
c. Use credit as a selling tool
d. Help select the credit plan or installment terms which will serve the customer best
e. Feel that credit is important as a selling tool

2. Other customer services

   a. Explain delivery schedules to customers
   b. Use the correct procedures for processing a customer's personal checks
   c. Use correct procedures for filling mail and telephone orders
   d. Select appropriate wrapping materials for the customer's purchase
   e. Volunteer to call a customer to inform her of newly-arrived or specially-priced merchandise or service
   f. Feel that gift wrapping services attract trade

E. Professionalized Selling

1. Self-analysis

2. Selling costs

   a. Define "selling cost," "quota bonus" or "commission."
   b. From a set of given sales figures, compute "average sale."
   c. Show the relationship of "selling cost" to professionalized selling.

3. Business and public relations policies

   a. Sell according to policies and practices set forth by management
   b. Volunteer to interpret a firm's policies to customers
   c. Weigh the importance of good selling to total store success and to the economy
   d. Weigh the importance of the salesperson's position in regard to his public relations functions

F. Handling Complaints and Exchanges

1. Customer complaints

   a. Explain the principles generally used in handling customer complaints
   b. Handle customer complaints according to store policy
   c. Determine how to handle a customer complaint

d. Feel that customer complaints are opportunities for a store to correct operating faults
e. Value customer's complaints as opportunities to build goodwill

2. Merchandising exchange, cash refunds and charge credit

a. Explain procedures for handling exchanges, cash refunds or charge credits
b. Handle exchanges, cash refunds or charge credits according to store policies
c. Feel that situations involving cash refunds, exchanges, or charge credits should be used to build goodwill

G. Stock Display and Care

1. Stock display

a. Arrange stock in a selling department by color, size, style and price
b. Utilize selling space with volume or best selling merchandise
c. Rotate coded merchandise to front display space
d. Select the best location and arrangements for stock
e. Accept responsibility for helping with the display of merchandise

2. Stock care

a. Perform housekeeping duties necessary for proper stock care
b. Discover low-stock items so that fixtures can be refilled
c. Assume responsibility for informing the buyer of items not in stock for which customers ask
d. Feel that stocks which are kept fresh and neat are a true asset during a sale
e. Feel that clean, orderly counters and fixtures are a method of stimulating sales

VI. Subject Matter Syllabus (D.E. 421):

A. Definitions

1. Define terms associated with retailing, wholesaling, and service fields
2. Define terms associated with economics
3. Define terms identified with legal structures of business organizations

B. Goals

1. Explain the goals of Western economic system
2. Explain the freedoms insured by the American capitalistic system
3. Explain the relationships between the ideas of an American demoncracy and the personal requirements in a mass distribution system
4. Compare the major economic systems of the world
5. Explain the responsibilities that business has to society in the American economic system

C. Economic Resources

1. Recall the economic resources of a country
2. Explain the role of the entrepreneur in the organization of resources.
3. Explain the influence of research and development on the economy

D. The Market

1. Recall the make up of markets
2. Explain the effect of market conditions on production and consumption
3. Explain the multiplier effect of the volume of retail trading on other channels of distribution and on production
4. Explain the function of marketing

E. Influences on Prices

1. Explain the relationship of supply and demand
2. Identify factors that influence demand
3. Identify factors that influence supply
4. Identify factors that reduce price

F. The Role of the Individual

1. Recognize the value of free career choices
2. Recognize the value of the individual worker in the American economy
3. Strongly agree that economic decisions are influenced by the individual's social philosophy and economic convictions
4. Recognize the importance of saleable skills of individuals in a dynamic economy

G. The Role of Government

1. Explain the objective of government regulations in the field of marketing
2. Identify factors influencing the passage of anti-trust laws

VII. Subject Matter Syllabus (D.E. 431)

A. Introduction to Sales Promotion Area of Competency

1. Trends in display and advertising
2. Purposes of display
3. Purposes of advertising

B. Principles of Design and Arrangement

1. Composition/Harmony
2. Rhythm/Repetition
3. Dominance/Emphasis
4. Balance
5. Proportion

C. Principles of Color

D. Display as an Aid to Selling

E. Planning and Preparation for Display

F. Sources of Ideas for Display

G. Space and Location of Display

H. Technical Aspects of Display

1. The effect of lighting in display
2. Display fixtures

I. Point-of-Sale Signs

J. Advertising as an Aid to Selling

K. Coordinating Advertising, Display, and Special Events

VII Texts:

Noland, C. and Roman Warmke. Marketing, Sales Promotion and Advertising.

Rickert, Henry, Warren Meyer and Peter Harris. Retailing Principles and Practices.

Wingate, and Harland Samson. Retail Merchandising.

Rowe, Frank A. Display Fundamentals.

D.E. 412 - 422

METHODS OF TEACHING DISTRIBUTIVE SUBJECTS

I. Catalogue Description:

412 - 422 METHODS OF TEACHING DISTRIBUTIVE SUBJECTS

Individual and group methods of instruction, preparation of lesson plans, classroom management and control, demonstration teaching, and evaluation of achievement. D.E. majors (3 credits)

II. Old Course

III. Objectives for the Course:

As a result of this course the student should be able to:

1. demonstrate the ability to select and use the most appropriate teaching methods in terms of desired learning outcomes.

2. have a commitment to the concept that students learn best by doing.

3. demonstrate the ability to prepare effective lesson plans based on behavorial objectives.

4. formulate and communicate educational objectives in terms of expected behavioral changes in students.

5. explain techniques of individual instruction in Distributive Education.

6. recall concepts regarding problem solving and creative thinking.

7. demonstrate the ability to develop individual training plans for cooperative students.

8. demonstrate the ability to design participating experiences and/or projects for D.E. students who are not in the cooperative program.

9. have the conviction that distributive education has a responsibility for the moral development of the student.

10. formulate a philosophy of grading.

11. demonstrate the ability to evaluate student progress in terms of stated objectives.

IV. Instructor:

Distributive Education Staff

V. Text:

Melvin, Keene, Beginning Secondary School Teacher's Guide, New York: Harper and Row, 1969.

Reference:

Virginia Distributive Education Curriculum Guides

VI. Subject Matter Syllabus:

A. A Myriad of Methods and Techniques 35%
   1. The lecture
   2. The discussion; buzz groups; committee activity; symposium
   3. Demonstration; role playing; tele-training
   4. Problem-solving; cases, incidents
   5. Television; team teaching
   6. Individualized instruction, programmed learning
   7. Cooperative; project
   8. Field trips

B. Lesson Planning 15%
   1. Formulating instructional objectives
   2. Selecting subject matter
   3. Designing learning experiences

C. Classroom Management and Control 10%

D. Demonstration Teaching 40%

VII. Major Assignments:

1. Class report on advantages and disadvantages of a selected method

2. Demonstration teaching on video tape of one topic with emphasis on one method and employing at least one visual aid

3. Construction of an individual project

4. Construction of a class project

5. Construction of on-the-job learning experiences for one unit of study (at least ten experiences)

6. Construction of an individual training plan for a cooperative student

VO. ED. 4014

GUIDANCE FOR VOCATIONAL EDUCATIONAL TEACHERS

I. Catalog Description:

4014 GUIDANCE FOR VOCATIONAL EDUCATION TEACHERS

A study of the vocational educator's guidance role with regard to dissemination of guidance information, selection of appropriate students, counseling activities, placement of students for on-the-job training and follow-up studies of graduates. (3 credits)

II. New or Old Course:

This is a new course

III. A. Justification for the Course:

The necessity for the execution of guidance activities in vocational education has been documented in a U. S. Office of Education-sponsored study conducted by Mrs. Lucy C. Crawford. The five functions identified for the vocational educator are: guidance, teaching, coordination, public relations, and administration. It is the first function which is the focus of this course. Except for the teaching function no other function dominated the activities of the vocational educator to the degree of the guidance function. It is evident that all teachers execute certain guidance functions. However, it is also evident that the need for guidance for the student enrolled in a vocational education program is certainly different in its nature, scope and impact as compared to students not enrolled in vocational education programs whose vocational aspirations require at least a baccalaureate degree. In the vocational education program there is an immediacy, a day-to-day need, on the part of all students for articulation of the world of work and classroom study. In this course needed competencies will be developed so that the vocational educator can better assume the responsibility of group and individual guidance practices in cooperation with guidance counselors.

B. Educational Objectives of the Course:

The student will be able to:

formulate a viable concept of the vocational teacher's role in guidance.

apply principles involved in disseminating information to students and parents regarding the appropriate vocational education program.

develop policies to serve as flexible guidelines in the selection of vocational education students for both the cooperative and project plans of the programs.

apply sound counseling principles in guidance activities.

assist the student - according to the student's vocational interest, aptitude, and ability - in selecting the most appropriate on-the-job training placement for him.

counsel students concerning careers in distribution.

conduct follow-up studies of graduates.

IV. Instructor:

Vocational Education Staff in Cooperation with the Guidance Staff

V. Texts and Teaching Aids:

To be selected

VI. Subject Matter Syllabus:

A.	The Role of the Vocational Teacher in Guidance	10%
B.	Sources of Information about Students	10%
C.	Place and Value of Records	10%
D.	Selection Procedures	10%
E.	Group Guidance	10%

VI. Subject Matter Syllabus (Cont'd):

F.	Individual Counseling	10%
G.	Career Development	15%
H.	Placement of Students	10%
I.	Follow-up of Graduates	15%

D.E. 405

SUPERVISED STUDENT TEACHING

I. Catalogue Description:

405 SUPERVISED STUDENT TEACHING

Off-campus participation experience for those preparing to become distributive education teacher-coordinators. Students will be placed in selected schools throughout the state under a supervising teacher-coordinator for a twelve week period. (27L, 9C) II Must schedule Ed. 409.

II. Old Course

III. A. Justification for the Course:

Supervised student teaching is that phase of the preparation of the distributive education teacher-coordinator that bridges the gap between the theory the student learns in college and the practicalities of a realistic program of distributive education. Since a D.E. teacher-coordinator job includes a wide variety of activities both in the school and in the business community, the studnet teaching experience should give the prospective teacher-coordinator an opportunity to participate in all facets of the D.E. high school program, including the D.E. club, and in the D.E. adult program. These experiences should be provided through this course together with Ed. 409.

B. Objectives of Student Teaching:

The student will be able to:

1. Demonstrate a feeling of confidence and of being at ease in a normal teaching situation.

2. Demonstrate proficiency, to a limited degree, in performing the major - and some of the minor - duties of the teacher-coordinator.

3. Demonstrate the ability to make practical application and adaptations of many of the things he has learned from teacher educators, local supervising teacher-coordinators, the school principal, and other teachers in the school.

4. Recognize the relationship of distributive education to the total school program.

5. Understand high school D.E. students as individuals.

6. Recognize the potentiality for further development of individual students.

IV. Instructor:

Distributive Education Staff in cooperation with the College of Education Coordinator of Student Teaching.

V. Essential Experiences:

It is impossible to include all the valuable learning experiences during the time allotted to student teaching The following experiences have been recommended by experienced supervising teacher-coordinators. For convenience, the activities are grouped under five major categories. The relative importance is indicated by the terms "Must Do," "Should Do,"and "Nice to Do." An evaluation of these experiences will be reported through the course, Ed. 409, Methods, Materials, and Practices in the Secondary School

TEACHING

Must Do:

1. Observe the D.E. coordinator and students.
2. Observe classes other than D.E. (particularly vocational classes).
3. Prepare and use visual aids.
4. Use resource materials in the D.E. file and reference materials of the community to supplement teaching outlines.
5. Learn to use the grading system which that particular school uses.
6. Prepare lesson plans and adapt lesson plans which have already been prepared.
7. Handle records and reports.
8. Observe conferences with students and conduct conferences of his own.
9. Take care of physical arrangements of classroom and the good housekeeping chores in the classroom.
10. Use different methods of teaching:
    a. Group discussion
    b. Individual projects
    c. Oral quiz
    d. Lecture

11. Prepare and administer tests.
12. Prepare bulletin boards.
13. Handle disciplinary problems in light of the school concerning discipline.
14. Handle DECA contests as a means of instruction.
15. Use the D.E. files.

COORDINATION

Must Do:

1. Observe supervising coordinator during coordination visits.
2. Observe students on the job.
3. Secure progress reports.
4. Hold student conferences after coordination.
5. Collect teaching materials from employers.
6. Observe and evaluate training stations.
7. Complete monthly coop. report.

SCHOOL AND COMMUNITY RELATIONSHIPS

Must Do:

1. Meet administrators and members of the faculty.
2. Meet all employers and sponsors.
3. Help with pre-registration of D.E. students.
4. Study guidance files.
5. Talk with members of advisory council.
6. Attend faculty meetings.
7. Study coordinator's files.
8. Meet custodian.
9. Meet and get to know office staff.
10. Meet executive secretary of Retail Merchants Association and Chamber of Commerce.
11. Participate in extra school duties of Coordinator.

Should Do:

1. Attend P.T.A. meetings.
2. Meet secretary in superintendent's office.
3. Attend teachers' professional meetings.
4. Mingle socially with faculty.
5. Work with visual aids program.
6. Meet other coordinators in area.
7. Participate in the community, church, and social activities.
8. Present continuing education for distribution to total school community.

Nice to Do:

1. Meet parents of D.E. students.
2. Meet city officials.
3. Speak before civic clubs.
4. Attend Sales Executive Club meetings.
5. Arrange for interview with press and radio.
6. Keep homeroom.
7. Speak at employer-employee banquet.
8. Assist in principal's office.
9. Assist with assembly program.
10. Study school schedule.
11. Meet others socially.

CLUB WORK

Must Do:

1. Attend all club meetings and functions.
2. Plan at least one meeting with club officers.
3. Assist with general planning of club activities.
4. Review club program of work.
5. Develop a plan for financing club (using D.E. I students as a committee) for next year's operation.
6. Train students through contests related to the unit being taught.
7. Explain opportunities for further education to students at DECA meeting.

Should Do:

1. Assist in all phases of the employer-employee banquet.
2. Assist with a professional project.
3. Assist with club reports.
4. Aid in planning and conduction district meeting.
5. Observe parliamentary procedure.
6. Assist in planning social activity.

Nice to Do:

1. Observe club ceremonies such as emblem ceremony, installation and initiation.
2. Supervise scrapbook committee.
3. Speak at a professional meeting of DECA.
4. Assist with presentation of D.E. to a local group.
5. Assist in training students for participation in district and State meetings.

ADULT WORK

Must Do:

1. Assist in promotion.
2. Assist in registration.
3. Handle physical arrangements: room arrangement, refreshments.
4. Observe class in session.
5. Observe coordination of adult students.
6. Assist in preparing report of Adult class.

Should Do:

1. Help write news releases.
2. Work with advisory committee.
3. Meet with trade associations.
4. Help give demonstration in adult class.
5. Coordinate adult students.

Nice to Do:

1. Introduce an adult instructor.
2. Participate in conference with administrators regarding plans.
3. Help in surveys to determine adult training needs.
4. Make visuals and pass-outs.
5. Enter into discussion - observe buzz groups.
6. Observe training of adult instructors.
7. Teach one session of an adult class if C.I.T. has confidence and maturity.
8. Assist in conducting Sponsor Development Program.

VI. Evaluation

The evaluation of the student teaching experience is reported through D.E. 405, and through Ed. 409, Methods, Materials, and Practices. The high school classroom teaching experience is the basis for the evaluation in D.E. 405 and all other experiences through Ed. 409. The instruments provided for evaluation are on the following pages.

Virginia Polytechnic Institute
and State University
Distributive Education

D.E. 405

ANALYSIS OF PERFORMANCE

Student Teacher_____High School_____

Units taught: Sup'v Coord._____

_____No. hours_____Others_____

_____No. hours_____No. hours_____

1. Did student teacher evidence appropriate planning and preparation for his classes?

(Circle one)

Explanation: Excellent Good Fair Poor

2. Did student teacher show interest and ability in his teaching?

Explanation: Excellent Good Fair Poor

3. Did student teacher present sufficient amount of material?

Explanation: Excellent Good Fair Poor

4. Did student teacher get subject matter over to students?

Explanation: Excellent Good Fair Poor

Please give an explanation for each rating, for this becomes an important part of the student teacher's permanent record.

Analysis of Total Performance

5. Did student teacher allow students to express themselves and relate information to their training stations?

   Explanation: Excellent Good Fair Poor

6. Did student teacher maintain control of the group?

   Explanation: Excellent Good Fair Poor

7. Did student teacher create group enthusiasm?

   Explanation: Excellent Good Fair Poor

8. Did student teacher have the confidence of the group as a teacher?

   Explanation: Excellent Good Fair Poor

9. Did student teacher accept and make good use of criticism?

   Explanation: Excellent Good Fair Poor

Analysis of Total Performance

10. Did student teacher show (a) initiative and (b) improvement over the teaching period?

    a. Initiative Excellent Good Fair Poor

    b. Improvement

    Explanation:

11. Did the student teacher organize his time and his duties well?

    Explanation: Excellent Good Fair Poor

12. Was student teacher fair in judgment of students?

    Explanation: Excellent Good Fair Poor

13. Did student teacher adapt himself to the total school program?

    Explanation: Excellent Good Fair Poor

Analysis of Total Performance

14. What is your overall estimation of the individual as a teacher?

	Check one
Outstanding success predicted	_____
Good success predicted	_____
Fair effectiveness predicted	_____
Ineffectiveness or failure predicted	_____

15. Would you recommend this person as a teacher of D.E.?

	Check one
Strongly recommended	_____
Recommended	_____
Recommended if given help	_____
Not recommended	_____

(Give reason why not)

16. Circle your evaluation of the student teacher's performance in terms of a beginning teacher's performance.

Superior Very Good Good Weak

Signed:_____

IT IS ESSENTIAL THAT THE ANALYSIS OF TOTAL PERFORMANCE AND THREE TRAINING PROFILES BE RETURNED TO THE APPROPRIATE TEACHER-EDUCATOR FIVE DAYS BEFORE THE END OF THE STUDENT TEACHING PERIOD.

D.E. 416 - 426

DIRECTED OCCUPATIONAL EXPERIENCE

I. Catalogue Description:

416 - 426 DIRECTED OCCUPATIONAL EXPERIENCE

Prior to entering senior year, students spend approximately 300 hours in sales and sales supporting activities in a distributive business. During the student teaching quarter, students spend approximately 200 hours in directed observations in distributive businesses. 416 (300 hr. 5 credits); 426 (200 hr. 2 credits)

II. Old Course

III. A. Justification for the Course:

Distributive Occupational experience is required for all distributive education personnel. It is generally agreed that directed occupational experience combined with appropriate technical courses will develop competencies needed by the distributive education teacher-coordinator in considerably less time than non-directed occupational experience. Thus, course D.E. 416 is designed to provide full-time productive employment during the summer prior to the student teaching experience. A training plan for this experience will assure that the student gains insight into all major phases of the distributive business to which he is assigned.

The course D.E. 426 is designed to provide, through directed observation in three kinds of distributive businesses, an insight into supervisory and management problems. In addition, this experience introduces the student teacher to the business community in such a way that he may more effectively develop coordination competencies. The supervising teacher-coordinator will arrange for the directed observations.

B. Objectives of D.E. 416

1. The student will gain experience as a productive employee and at the same time will view his employment as a means of obtaining first-hand knowledge of store precedures and practices.

2. He will be able to show through a comprehensive report of his directed occupational experience that he has become familiar with the sales promotion, merchandising, operations, control, and personnel management aspects of store operation.

The objectives and learning experiences for D.E. 426 are as follows:

Objective 1:	prescribe needed adult courses for selected employees.
Learning Experience 1:	observe employees in the normal conduct of their activities and make a suggestion for training needed as a result of the observations, e.g., a course in salesmanship with supporting statements. Interview manager or personnel manager to determine what training has been given so far this year or courses planned for later this year.
Objective 2:	prepare a design of the store layout.
Learning Experience 2:	sketch the layout of one floor of the store, showing all pertinent detail such as cash-wrap area, stockroom. Place emphasis on the reasons behind the layout rather than on the preciseness of the parts of the plan. Note on the back any interesting notation you learned from the manager.
Objective 3:	A. understand the organization of a store B. understand the operation of a store
Learning Experience 3:	A. construct a chart showing the line and staff relationships and the titles of the various personnel involved. If the store provides printed chart, this is acceptable. B. obtain a policy bulletin from the store or obtain through an interview a description of policies regarding such topics as wage plans, hospitalization, retirement, vacations.
Objective 4:	propose a solution to store operation situations observed.

Learning Experience 4:	cite three situations which prevent the efficient operation of the store and then provide a possible solution(s) which will resolve each situation. Situations may be concerned with receiving and marking, transportation, wrapping, storage, customer service and/or store layout.
Objective 5:	realize the needs and opportunities of distributive businesses in the community.
Learning Experience 5:	conduct a community survey, following the Virginia Coordinator's guide, for ten distributive businesses. Try to survey as many different categories of business as possible.
Objective 6:	describe the store image.
Learning Experience 6:	depict the general store image projected to one upon first entering the business as well as any impressions experienced therafter. As you rotate to other firms, consider how you might describe their store images. Consider the following as you prepare your report: 1. Whether or not the firm reflects the character of the store. 2. Attractiveness of the display area. 3. Whether or not the style is in line with adjacent businesses in the area. 4. The type of personnel employed in the store
Objective 7:	write a narrative job description.
Learning Experience 7:	interview an employee and the supervisor of this employee and write a narrative job description.
Objective 8:	display an understanding of human relations situtations confronting a student in the high school distributive education program.
Learning Experience 8:	portray three human relations situations involving management, supervisors, employees, and customers and propose solutions.

Objective 9:	utilize in the teaching situation certain observations of distributive business practices.
Learning Experience 9:	cite 15 illustrative examples gleaned from business observations that can be used in the teaching situation. Relate to units you will teach during student teaching. Follow through by citing these on your lesson plans.
Objective 10:	plan the desired work experience of various students with regard to different training stations.
Learning Experience 10:	prepare a training plan for two students in two different jobs in different categories of business. Plan should begin first day of student teaching in the classroom and end the last day of student teaching.
Objective 11:	locate and utlize the available sources of product knowledge.
Learning Experience 11:	collect information about five products from at least two sources for each product.
Objective 12:	identify possible instructional aids available at the training station.
Learning Experience 12:	collect or list at least 15 aids for instruction available at the training station and the possible uses of these aids. These aids include such items as film strips, tests given by stores, displays, point-of-sale displays, application blanks, trade journals, and training material.
Objective 13:	describe critical incidents concerning employees of distributive businesses.
Learning Experience 13:	describe 10 effective and/or ineffective acts of employees using the critical incident technique. A sample incident is included.

Objective 14:	devise learning experiences at the training station regarding the units of instruction.
Learning Experience 14:	prepare five participating activities to be performed on the job with regard to a specific unit(s) of instruction.
Objective 15:	cite potential subjects for research for individual studies in marketing.
Learning Experience 15:	define one problem which may be studied by students interested in the individual studies in marketing contests. See the "Trends" unit for assistance in stating the problem. Be sure to restrict the problem to a manageable size that a D.E. III student could successfully complete.
Objective 16:	design experiences in which a project student may participate.
Learning Experience 16:	prepare five learning experiences related to business in which a project student might participate for <u>each of three units</u> you are teaching. If you are not teaching D.E. I, do this assignment for any three units taught in D.E. I.
Objective 17:	utilize in the teaching situation certain observations of trends in service businesses.
Learning Experience 17:	cite five illustrative examples of trends observed in the service segment of distribution. (Examples of new services: rental services, drive-in operations, self-service laundries, contract janitorial services, automatice car washes.) This can be a new service or a new way of operating an old service.
Objective 18:	identify jobs in service businesses suitable for distributive education cooperative students.

Learning Experience 18:	cite one job in each of three service businesses which would provide suitable on-the-job training for a D.E. cooperative student. Get permission from the manager to briefly interview a person in each of these jobs. Write a brief description of each job by listing the tasks the worker performs. Give the job title, the name of the business, the type of business and the tasks included in the job. Be sure to note the hours of work and any age requirements.
Objective 19:	formulate concept of community image.
Learning Experience 19:	prepare a statement which presents the impressions received with regard to the business community, school, and community at large. (This report is to be presented at the Spring Quarter student teaching seminar. Do not deliver it until that time. If you are a March graduate, mail report on April 1).

GRADUATE CURRICULUM DESIGN

Curriculum Structure.

The graduate program for distributive eductors leads to a Master of Science degree in vocational education. The curriculum is structured to include a professional core, an area of concentration, and a group of cognate courses. All candidates take the courses in the professional core. In the area of concentration, both specific distributive education and general vocational courses are included. In the cognate area, candidates may elect subject matter courses or they may elect courses in a related discipline, such as guidance. Each candidate's program is designed to meet his individual needs. The framework in which a Master's program is designed is as follows:

Professional Core

A minimum of 15 credits from the following:

Ed 5014	(3)	Administration and Supervision of Public Education
Ed 5023	(3)	Curriculum Construction
Ed 401	(3)	Principles and Practices of Guidance
Ed 5041/2	(6)	Introduction to Educational Research I and II

Area of Concentration (Minimum 15 credits)

Selected from such courses as:

Ed 5101	(3)	Graduate Seminar. Selected from such topics as:

Contemporary Issues in Distributive Education; Community College Programs; Individualizing D.E. Instruction; Curriculum and

			Materials in Distributive Education; Administering an Adult D.E. Program
Ed	594	(3)	Externship in Education for Distributive Occupations
Ed	598	(3)	Special Study: Coordination of Vocational Education
VoEd	503	(3)	History and Philosophy of Vocational Education
VoEd	513	(3)	Administration and Supervision of Vocational Education

Cognate and Elective Studies (Minimum 9 credits)

Selected from such courses as:

BAD	4017	(3)	Industrial Marketing
BAD	402	(3)	Industrial Procurement
BAD	412	(3)	Business Law
BAD	507	(3)	Consumer Market Behavior
Soc	407	(3)	Occupational Sociology
Ext.Ed	502	(3)	Basic Communications in Extension and Adult Education
Ext.Ed	503	(3)	The Sociology of Adult Education

Course Syllabi.

The course syllabi for graduate courses for distributive educators are based on objectives identified in the previously cited research study. The lower level objectives were allocated to undergraduate courses and the more complex objectives were allocated to graduate courses.

At the National Teacher Education Seminar, "Emerging Teacher Education Curricular Models," Dean James D. McComas suggested some elements of an "expanding horizons curriculum" for teacher education. The task force groups which reacted to the McComas presentation appeared to agree that at the graduate level most of these elements could be incorporated into common vocational and technical courses. These elements were:[1]

1. History and development of vocational education including the impact and implication of various legislation.
2. Philosophy of vocational and technical education
3. Elements of a total program in vocational and technical education and their relationship to each other (nature and scope of programs represented by the various vocational service areas and units).
4. Curriculum planning and development for a total program in vocational education
5. Evaluation of programs in vocational education
6. Research in vocational education
7. Internship in vocational education

The proposal for graduate offerings for distributive educators reflects this point of view. Several exising courses accomplish some of the objectives in relation to the total vocational-technical program.

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[1] James D. McComas, "Expanding Horizons Curriculum for Vocational Education - An Organizational Plan for the "70's," in Emerging Teacher Education Curricular Models, Seminar Proceedings (Columbus, Ohio).

The course syllabi on the following pages are for those courses which, according to the previously cited research study, were needed for distributive educators but not currently offered at Virginia Tech. The reader will note that the courses proposed as specialized distributive education courses have been assigned D.E. numbers in order to differentiate them from the courses proposed as vocational education courses. It is anticipated that in a current college-wide curriculum review, all graduate courses in the vocational-technical division will be designated by VTE numbers, with the course description identifying the specialization.

D.E. 501

PRINCIPLES AND PRACTICES IN DISTRIBUTIVE EDUCATION

I. Catalog Description:

501 PRINCIPLES AND PRACTICES IN DISTRIBUTIVE EDUCATION

A study of the principles and practices associated with distributive education programs. Students will be assigned activities, real and simulated, which will provide insight to the role of distributive education personnel.

II. New Course

III. A. Justification for the Course:

Although Virginia has three institutions of higher education preparing students for the position of teacher coordinator of distributive education they are not able to meet the need for people to fill these positions in the state of Virginia. Each year Virginia Polytechnic Institute and State University offers intensive summer courses to help prepare additional people for the position of teacher coordinator of distributive education. All of these people are in possession of the baccalaureate degree in business administration or a related discipline and many of them are interested in pursuing a Master's degree in vocational education. Consequently there is a need for a graduate course in the Principles and Practices in Distributive Education.

B. Educational Objectives of the Course:

As a result of taking this course the student should be able to:

1. Formulate a concept of the mission of distributive education in relation to vocational education and to the total school program.

2. Describe the scope of the distributive education program.

3. Assess the effect of federal and state legislation regarding distributive education.

4. Explain state and federal organizational patterns for the administration of distributive education.

5. Design a plan for working with different types of advisory committees for a local community.

6. Plan a total program of curriculum offerings at the high school, post secondary and adult levels.

7. Develop a Local Plan for distributive education.

8. Prepare a program of activities for D.E. club at the local, district, state and national levels.

9. Propose a plan of evaluation for a local D.E. program.

10. Apply the principles of practical research in designing a research project that could be the basis for improving techniques and efficiency in distribution and marketing.

11. Appreciate the value of current valid economic and educational data in planning a viable distributive education program.

12. Plan and direct in-service activities for the professional growth of distributive education teacher-coordinators.

13. Formulate a concept concerning the importance of follow-up studies of D.E. graduates.

14. Formulate a distributive education budget.

15. Design a plan to accomplish stated goals of public relations for the D.E. program.

IV. Instructor:

Distributive Education Staff

V. Texts and Teaching Aids:

Proposed Text: Crawford, Lucy C. and Warren G. Meyer, Organization and Administration of Distributive Education, Columbus, Ohio: Charles E. Merrill Company, expected publication date Spring 1972.

References: A Guide to Practical Research.

Educational Values in Clubs.

Virginia D.E. Teacher Coordinator's Handbook
Virginia D.E. Operations Manual
Teacher Coordinator's Handbooks from Selected States

VI. Subject Matter Syllabus:

A. Philosophy of distributive education 10%
   1. Comparison of objectives of distributive education, secondary education and vocational education.
   2. Scope of the distributive education program.

B. Administration of distributive education programs 15%
   1. Legislation affecting distributive education.
   2. Organization for administration of distributive education.
   3. Advisory Committees
   4. The D.E. Budget
   5. Administrative responsibilities

C. Secondary school distributive education 5%
   1. Curriculum options.
   2. Organization plans (cooperative and project)
   3. Recruitment and selection of students for various options.

D. Post-secondary distributive education 10%
   1. People to be served
   2. Curriculum offerings
   3. Vocational application

E. Adult distributive education 15%
   1. Levels of instruction
   2. Curriculum offerings

F. Administering the distributive education club 5%

G. Planning a local program of work 25%

H.	Evaluating the distributive education program	10%
I.	Professional responsibilities	5%

D.E. 502

INDIVIDUALIZING DISTRIBUTIVE EDUCATION INSTRUCTION

I Catalogue Description:

502 INDIVIDUALIZING DISTRIBUTIVE EDUCATION INSTRUCTION

A study of the principles and practices of individualizing instruction. Emphasis is placed on techniques of assisting each student to pursue his career interest in distribution according to his capabilities. PRE: DE 412 or consent of instructor (3 credits)

II. New Course

III. A. Justification for the Course:

The problem of equality of opportunity in education is expecially critical in vocational education programs including the distributive education program. Whatever else is done to ensure educational opportunity there must be a concerted effort to achieve more individualization in instruction. Through this effort there is hope for success with each individual at both extremes--with the disadvantaged or with those who are especially gifted. Emphasizing the individualization of instruction requires more than knowing something to teach and having a practical grasp of good teaching methods. It requires a knowledge of the learner--his background, motives, interests, abilities, perspectives, attitudes as well as his hopes and aspirations or his hopelessness and lack of aspiration. In the distributive education program one finds that students desire to pursue different clusters of occupations Individualized instruction permits the teacher to plan for each student and it permits each student to pursue his career interest according to his capabilities.

B. Educational Objectives of the Course:

As a result of this course the student will be able to:

1. Recognize and make provision for individual differences in the lesson plan.

2. Construct instructional objectives in terms of desired learning outcomes.

3. Recognize the importance of working with the training sponsor in planning a series of on-the-job learning experiences for the D.E. student.

4. Prepare a training plan for each student to assure learning experience either on the job or in project activities.

5. Plan and direct individual and group projects.

6. Evaluate various participating experiences which focus on activities in distributive occupations and decision making situations in distribution.

7. Demonstrate the ability to use methods and techniques stressing individual activities and using modern teaching technology.

8. Demonstrate the ability to use methods and techniques stressing simulated, vicarious, and directed experiences.

9. Demonstrate the ability to use teaching techniques that are effective with students of high, medium, or low ability.

10. Employ curricular materials that are appropriate for students of varying levels of ability.

11. Allow students to determine their own levels of aspiration.

12. Construct measures of learning in terms of stated objectives.

IV. Instructor:

Distributive Education Staff

V. Text:

To be selected

VI. Subject Matter Syllabus:

Individual differences in students	10%
Constructing Educational Objectives in the Cognitive, Affective, and Psychomotor Domains	10%

Designing on-the-job learning experiences	5%
Designing participation experiences and projects in terms of the student's career objectives	10%
Training plans for cooperative and project students	20%
Ways and means of individualizing instruction	15%
Providing for individual differences in the instructional plan	10%
A philosophy of grading	10%
Teaching Technology	10%

D.E. 503

CURRICULUM AND MATERIALS IN DISTRIBUTIVE EDUCATION

I. Catalogue Description:

503 CURRICULUM AND MATERIALS IN DISTRIBUTIVE EDUCATION

A study of principles of curriculum development as they relate to distributive education curriculum at the high school, adult, and post-secondary levels of instruction. (3 credits)

II. New Course

III. A. Justification for the course:

Each curriculum in vocational education has its body of content. In distributive education the subject matter is derived from the discipline of distribution and the selection of this subject matter depends upon the nature and complexity of the jobs for which students are being prepared. Since the distributive education program provides curriculums for entry, career, specialist and management jobs, the development and improvement of curriculum materials is a continuous process in distributive education.

B. Educational Objectives of the Course:

Formulate a concept concerning his role in curriculum development.

Explain the principles of curriculum development in distributive education.

Explain two major objectives of instruction in distribution and marketing.

Collect data regarding people to be served in a selected community.

Explain advantages and disadvantages of various plans of operation.

Describe the levels of instruction in a comprehensive D.E. curriculum.

Explain the rationale for competency areas in the D.E. curriculum.

Explain standards of quality and soundness for a distributive education course.

Describe procedures for developing preparatory instruction.

Demonstrate the ability to develop courses of study.

IV. Instructor:

Distributive Education Staff

V. Texts and Teaching Aids:

Beauchamp, George A., Curriculum Theory, Willmette, Ill.: The Kagg Press, 1961.

Mager, Robert and Kenneth M. Beach, Developing Vocational Instruction, Palo Alto, California: Fearon Publishers, 1967.

Relevant Research and Literature such as:

Cay, Donald F., Curriculum: Design for Learning, New York: The Bobbs-Merrill Company, Inc., 1966.

Gagne, Robert M., "The Implications of Instructional Objectives for Learning." (Paper prepared for American Institute for Research), (n.d.).

Gronlund, Norman E., Measurement and Evaluation in Teaching, New York: The Macmillan Company, 1965.

Krathwohl, David R., "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," The Journal of Teacher Education, XVI, No. I (March, 1965).

Mager, Robert F., Preparing Instructional Objectives, Palo Alto, California: Fearon Publishers, 1962.

Noll, Victor H., Introduction to Educational Measurement, Boston, Massachusetts: Houghton Mifflin Company, 1965.

Remmers, H. H. and N. L. Gage, Educational Measurement and Evaluation, New York: Harper and Brothers, 1955.

Smith, B. O., et al, Fundamentals of Curriculum Development, New York: World Book Company, 1950.

Taba, Hilda, Curriculum Development: Theory and Practice, New York: Harcourt, Brace and World, Inc., 1962.

Tyler, Ralph W., "New Dimensions in Curriculum Development," Phi Delta Kappan, XLVII, (September, 1966).

VI. Subject Matter Syllabus:

A.	The Role of Distributive Education Personnel in Curriculum Development	5%
B.	Principles of Curriculum Development in Vocational Education	10%
C.	Major Objectives of Instruction in Merchandising, Marketing, and Management	20%
D.	Characteristics of People to be Served	5%
E.	Cooperative and Project Plans of Operation	5%
F.	Levels of Instruction in a Comprehensive D.E. Program	5%
G.	Competency Areas for Instruction	5%
H.	Standards of Quality for Distributive Education Courses	5%
I.	Developing Preparatory Instruction	25%
J.	Curriculum Patterns for Various Levels of Instruction	15%

D.E. 504

CONTEMPORARY ISSUES IN DISTRIBUTIVE EDUCATION

I. Catalogue Description:

D.E. 504 CONTEMPORARY ISSUES IN DISTRIBUTIVE EDUCATION

This course will consider such issues as aims and objectives of distributive education, federal and state financial support of vocational programs, curriculum patterns in D.E., staffing a distributive education program, adult distributive education, post-secondary distributive education, and supervision of distributive education programs. (3 credits)

II. New Course

III. Justification:

Experienced distributive education personnel need the opportunity to examine contemporary issues that vitally affect the distributive education program so that they can intelligently discuss the issues. The over-all objectives of the course is to make it possible for each student to formulate a position concerning current issues in distributive education.

Specifically, the student will be able to:

1. Formulate goals for a D.E. program at the high school level, the adult level, and the post-secondary level.

2. Formulate a position concerning distributive education's responsibility for "pre-vocational" education.

3. Design a total curriculum offering for a local high school.

4. Determine the design for vocational application for each course in the total curriculum offering and the relationship of DECA to each course.

5. Specify student qualifications and credit for each course.

6. Evaluate the existing organizational pattern in distributive education at the local, state, and national levels.

7. Evaluate the current system of reporting distributive education activities.

8. Formulate a philosophy regarding the high school D.E. program.

9. Formulate a philosophy regarding the D.E. adult program.

10. Formulate a philosophy regarding the D.E. post-secondary program.

11. Evaluate the procedure of financing various phases of the distributive education program.

12. Design a plan for coordinating certain features of the D.E. program with other vocational services.

13. Recommend minimum qualifications for distributive education personnel at every level, with specific reference to general professional education, D.E. professional education, technical education, and occupational experience.

IV. Instructor:

Distributive Education Staff

V. Text and Teaching Aids:

Text:

U.S. Health, Education and Welfare, Vocational Education, The Bridge Between Man and His Work, Washington, D.C.: U.S. Government Printing Office, 1968, $2.25.

References:

Lecht, Leonard A., Manpower Requirements for National Objectives in the 1970's, Springfield, Va.: Clearinghouse for Federal Scientific and Technical Information, 1968.

Miller, A. J. and Carroll, R. Hyder, ed. National Conference on Post-Secondary Vocational-Technical Education, Columbus, Ohio: The National Center for Vocational and Technical Education, Ohio State University, 1970.

Warmke, Roman F., Distributive Education Issues, Dallas, Texas: Southwestern Publishing Company, 1961.

Other Related Research

VI. Subject Matter Syllabus:

A. Some Selected Distributive Education Issues

B. Aims and Objectives of Distributive Education

1. Identification of aims and objectives of D.E. program
2. Identification of goals for various aspects of the D.E. program: High School, Adult, Post-Secondary

C. Secondary Curriculum and Related Issues

1. Curriculum patterns
2. Student qualifications
3. Credit
4. Curriculum guides
5. Texts and reference materials

D. Methods of Vocational Application

1. Cooperative
2. Project
3. DECA

E. Post-Secondary Distributive Education

1. Objectives and philosophy
2. Organization and administration
3. Curriculum and related issues
4. Interrelationships with high school and adult

F. Adult Distributive Education

1. Objectives and philosophy
2. Organization and administration
3. Curriculum and related issues
4. Adult D.E. instructional staff

G. Supervision of the D.E. Program

1. Organizational patterns - local, state, and national
2. Administrative responsibilities

H. Federal, State, and Local Financial Support

1. Allocation of Federal funds under Part B of the 1968 Amendments
2. Overall state matching of funds
3. Required allocation of funds to certain areas
4. Research and personnel training
5. Exemplary programs and projects

6. Residential vocational education schools
7. Consumer and home-making education
8. Cooperative vocational education programs
9. Work-study programs

I. Interrelationships with Other Vocational Services

1. Commonalities in the curriculums
2. Guidance
3. Professional association with personnel in other vocational areas

D.E. 505

COMMUNITY COLLEGE PROGRAMS FOR DISTRIBUTIVE OCCUPATIONS

I. Catalogue Description:

505 COMMUNITY COLLEGE PROGRAMS FOR DISTRIBUTIVE OCCUPATIONS

A study of the developmental and organizational aspects of a program for distributive occupations within the Community College structure. Emphasis will include the need, role, requirements, opportunities, facilities, communications, and operations for implementation of distributive occupational/technical programs.

II. New Course

III. Justification for this course:

The current and future growth of the Community College System coupled with increasing employment in the distributive occupations has created a need at both the state and national levels for personnel equipped to implement and direct occupational/technical programs in distribution at mid-management levels. Such programs have the potential to fill the gap existing between high school training and a four-year college preparation for the distributive industry. The success of such unique programs strongly depends upon the qualities and understandings of the program coordinator. The course will provide the person, having a prior acceptable background, with the specific tools needed for program implementation.

Educational Objectives of the Course:

As a result of taking this course the student should be able to:

1. Assess the need for distributive occupational/technical programs beyond the high school.

2. Describe and provide rationale for suitable facilities for distributive post-secondary occupational/technical programs.

3. Compare the two plans of vocational application and explain the scheduling in each plan.

4. Identify the curriculum content in the five competency areas included in post-secondary curriculums for distributive workers.

5. Develop a rationale concerning recruiting, selection, and placement of post-secondary students.

6. Formulate a concept of coordination at the post-secondary level to encompass all concerned, e.g., faculty, administration, community, students, and industry.

IV. Instructor:

Distributive Education Staff

V. Texts and Teaching Aids:

To be selected

References:

Luter, Robert R. "Building D.E. Curriculums for the Junior College." American Vocational Journal, Vol. 43, No. 4, April, 1968.

Report of National Conference on Post-Secondary Vocational-Technical Education, Columbus, Ohio: The Center for Vocational and Technical Education.

Syhlman, William D. "Distributive Education in Vocational-Technical Schools and Community Colleges." American Vocational Journal, Vol. 38, No. 6, September, 1963.

U.S. Department of Health, Education and Welfare. Vocational Education, The Bridge Between Man and His Work, pp. 5, 18, 19, 22, 199. Washington, D.C.: U.S. Government Printing Office, 1968.

_____: Post-Secondary Distributive Education, A Suggested Guide for Administrators and Teachers.

VI. Subject Matter Syllabus:

A. The need for education beyond the high school for distributive occupations

1. The needs of business
2. The needs of students

B. Background Information

1. Types of institutions providing post-secondary occupational/technical programs
2. Characteristics of potential enrollees

C. Implementing Community College Programs for Distributive Occupations

1. Determining the need
2. Formulating long range goals
3. Identifying the types of potential students
4. Ascertaining the scope and level of curricular offerings
5. Employing the instructional staff
6. Planning the facilities

D. Operating Community College Programs for Distributive Occupations

1. Curriculum planning
   a. Establishing immediate objectives and reviewing long range goals
   b. Determining curriculum content
   c. Determining the curriculum organization
   d. Determining the plan of vocational application
   e. Determining the schedule
2. Recruiting post-secondary students
3. Planning the instructional program
4. Selecting training agencies
5. Budgeting
6. Reporting
7. Articulating
8. Evaluating

E. Placement and Follow-up of Graduates

D.E. 506

ADMINISTERING AN ADULT DISTRIBUTIVE EDUCATION PROGRAM

I. Catalogue Description:

506 ADMINISTERING AN ADULT DISTRIBUTIVE EDUCATION PROGRAM

A study of procedures in organizing and directing a distributive education program. Emphasis will include formulation of goals and design of a program to accomplish these goals.

II. New Course

III. Justification:

At the national level, 307,069 persons were enrolled in Adult Distributive Education programs in 1969. These people were served by 4,470 teachers for adult classes in 1,348 schools. In Virginia, 21,304 persons enrolled in 864 classes taught by 462 instructors.

Over 50 percent of the adult instructors are businessmen who teach on a part-time basis. These people must be selected, recruited, and trained by professional personnel, i.e., local supervisors of D.E. and vocational education, coordinators of adult programs at the city or county level, and those responsible for community service of continuing education in the community college. The course will provide the needed understandings and background for implementing and directing a program of adult education. Although this course specifically concerns itself with the training needs of workers in the distribution field, the principles of organization and administration provide a commonality of learning which can be transferred to adult education in many of the other occupational areas.

Specifically, as a result of this course the student should be able to:

1. Formulate a philosophy of adult education for distributive workers.

2. Analyze training needs of employed distributive workers in a local community.

3. Establish immediate and long range goals for a local adult distributive education program.

4. Establish immediate and long range goals for a state program.

5. Prepare a budget for the adult phase of the D.E. program.

6. Design a five-year plan of course offerings in adult distributive education by levels (entry, career, specialist, and management) and by specialization (e.g., real estate, hotel-motel, food distribution).

7. Demonstrate the ability to select and train adult instructors.

8. Develop a plan for securing and maintaining enrollment in distributive education adult courses.

9. Analyze and utilize data from reports.

10. Evaluate individual adult D.E. courses and the local adult distributive education program as a whole.

IV. Instructor:

Distributive Education Staff

V. Text and References:

Text: to be selected

References:

Knowles, Malcom S., Ed., Handbook of Adult Education in the United States. Chicago, Ill.: Adult Education Association of the U.S.A., 1960.

Staton, Thomas F., How to Instruct Successfully--Modern Teaching Methods in Adult Education. New York: McGraw Hill Book Co., 1960.

The Adult Education Association of the U.S.A., Adult Leadership, A magazine issued monthly except July and August.

U.S. Department of Health, Education and Welfare, The Bridge Between Man and His Work. Washington, D.C.: Government Printing Office, 1969.

_____. Selecting and Training Part-Time Instructors. Washington, D.C.: Government Printing Office.

Virginia Distributive Education Coordinator's Handbook. Richmond, Va.: State Department of Education.

VI. Subject Matter Syllabus:

A. Basic Beliefs Concerning Adult Distributive Education — 5%

B. The Scope of the Distributive Education Adult Program — 5%
   1. Curriculum offerings by occupational levels
   2. Curriculum offerings by specialization

C. Background Information — 5%
   1. National and state adult D.E. enrollment
   2. Characteristics of adult D.E. enrollees
   3. Types of institutions providing adult D.E. instruction

D. Administrative Responsibilities — 5%
   1. Planning the local adult D.E. program
   2. Budgeting the adult D.E. program
   3. Securing and training instructional personnel
   4. Promoting the adult D.E. program
   5. Maintaining records and reports
   6. Evaluating the adult D.E. program

E. Planning the Adult Program — 15%
   1. Determining training needs
   2. Formulating goals and objectives
   3. Planning curriculum offerings
   4. Working with advisory committees

F. Budgeting — 5%
   1. Salary of adult instructors
   2. Travel expenses of adult instructors
   3. Brochures
   4. Training materials
   5. Certificates
   6. Teaching aids

G. Securing and Training Instructional Personnel — 15%
   1. Types and sources of qualified instructors
   2. Providing individual training for instructors
   3. Providing group training for instructors

H. Promoting the Adult D.E. Program — 10%
   1. Securing enrollment
   2. Maintaining enrollment

I. Maintaining Records and Reports 10%
   1. Analysis of records
   2. Utilization of data

J. Evaluating the Distributive Education Adult Program 25%
   1. Individual courses
   2. Program as a whole

Vo. Ed. 505

ARTICULATION OF OCCUPATIONAL EXPERIENCES

I. Catalogue Description:

505 ARTICULATION OF THE OCCUPATIONAL EXPERIENCES

The vocational teacher will structure and participate in a directed observation experience in occupations related to his curriculum. The observation (participation) will consist of 80 to 100 hours. Based on the student's observation and a review of pertinent research, curriculum materials and plans for testing these materials will be developed. Seminars will provide for an evaluation of the developed materials.

II. This is a new course.

III. Justification for the course:

The vocational teacher must have a quality background of occupational experiences and recency of experiences as well as the capability to articulate the occupational experience through the vehicle of classroom instruction and activities.

IV. Instructor:

Distributive Education Staff

V. Texts and References:

Text: none

References:

Guidelines for the Design of New Careers, W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan, 49007, 23 pp., $0.25.

Warren G. Meyer, Pilot Training Program (Coll. Ed.), University of Minnesota, Minneapolis, Minnesota, June 30, 1967.

Richard D. Ashmun, Warren G. Meyer, and Mary K. Klaurens, Occupational Experience and Career Development Training for Distributive Educators and Vocational Counselors, Council for Distributive Teacher Education, Professional Bulletin Series, No. 18, College of Education, University of Minnesota, Minneapolis, Minnesota, 1970.

Henry Borow, Man in a World of Work, Boston: Houghton Mifflin Company, 1964.

D. J. Weiss, et al, Theory of Work Adjustment, Minneapolis: University of Minnesota, Industrial Relations Center, 1966.

Nels Anderson, Dimensions of Work, New York: David McKay Company, Inc., 1964.

Frederick Herzberg, Mausuer and Snyderman, The Motivation to Work, New York: John Wiley ans Sons, Inc., 1966.

Frederick Herzberg, World and the Nature of Man, Cleveland: The World Publishing Company, 1966.

Robert F. Mager and Beach, Developing Vocational Instruction, Palo Alto: Fearon Publishers, 1967.

Robert F. Mager, Preparing Instructional Objectives, Palo Alto: Fearon Publishers, 1962.

Sidney A. Fine, Use of the Dictionary of Occupational Titles to Estimate Educational Investment, The W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan, 49007, Summer 1968.

Herbert E. Striner, 1984 and Beyond: The World of Work, The W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan, 49007, October, 1967.

Sidney A. Fine, Guidelines for the Employment of the Culturally Disadvantaged, The W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan, 49007, June, 1969.

VI. Subject Matter Syllabus: 138

1. Design of Observation Experiences 5%

2. Techniques for Observations — 35%
   a. Job Analysis
   b. Narrative Job Descriptions
   c. Critical Incidents
   d. Work Adjustment Problems
   e. Technical Competencies
   f. Job Satisfactions

3. Behavioral Objectives for the Development of Needed Competencies — 15%
   a. Technical
   b. Occupational Adjustment
   c. Career Development

4. Development of Curriculum Materials, Plans for Implementation and Testing — 30%
   a. Objectives
   b. Subject Matter
   c. Learning Activities
   d. Check for Understanding
   e. Audio-Visual Materials
   f. Reference Materials

5. Evaluation of Curriculum Materials — 15%
   a. Organization
   b. Sequence - Gradation
   c. Utility
   d. Evidence

Vo. Ed. 598

COORDINATION OF VOCATIONAL EDUCATION PROGRAMS

I. Catalog Description:

5101C COORDINATION OF VOCATIONAL COOPERATIVE PROGRAMS

Methods, techniques, and procedures of coordination phases of conducting a cooperative vocational program at the high school and/or post-secondary levels. PRE: one year teaching experience or consent of instructor. (3 credits)

II. New Course.

III. Justification:

The coordination aspect of the teacher-coordinator's position is a critical determinant of the overall outcomes achieved through a cooperative vocational program. This interdisciplinary course is needed by those engaged in conducting such programs as well as those who have responsibility for supervising the teacher-coordinator. The course will emphasize the commonalities inherent in coordinating all vocational cooperative programs.

This course will have as its overall objective, the development and improvement of the procedures utilized by the teacher-coordinator in the performance of his coordination responsibilities. More specifically:

1. The teacher-coordinator will have the ability to select and maintain training stations that provide the best possible training for individual students depending on their needs and vocational goals.

2. The teacher-coordinator will understand the importance of having a training sponsor appointed by the employer for each cooperative student.

3. The teacher-coordinator will have the ability to formulate a concept of the role of coordination in the education of a student.

4. The teacher-coordinator will have the ability to analyze philosophical concepts regarding coordination.

5. The teacher-coordinator will have the ability to design on-the-job learning experiences for cooperative students.

6. The teacher-coordinator will have the ability to develop individual training plans for cooperative students.

7. The teacher-coordinator will have the ability to design participating experiences and/or projects for students who are not in the cooperative program.

8. The teacher-coordinator will have the ability to formulate a concept in regard to relating classroom instruction to actual on-the-job situations.

9. The teacher-coordinator will be able to conceive of his role as a specialist in a particular vocational area.

10. The teacher-coordinator will have the ability to apply principles involved in disseminating information to students and parents regarding vocational education.

11. The teacher-coordinator will have the ability to develop policies to serve as flexible guidelines in the selection of students for both the cooperative and the project plans of the program.

12. The teacher-coordinator will have the ability to assist the student--according to his vocational interest, aptitude and ability--in selecting the most appropriate on-the-job training placement.

IV. Instructor:

Vocational Education Staff

V. Text and Teaching Aids:

Text: To be selected

References:

Mason, Ralph E. and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1965.

Several Coordinator's Handbooks, produced by state supervisory staffs, are available in the Curriculum Materials Center, Department of Education, and on microfiche through ERIC.

Huffman, Harry, Guidelines in Cooperative Education. The Center for Vocational and Technical Education. The Ohio State University, 1967, pp. 255.

Meyer, Warren G., A Guide for Cooperative Vocational Education, University of Minnesota, 1969, pp. 125.

Cooperative Work Experience Manual for Business and Distributive Education, Albany, New York: The University of the State of New York. The State Education Department, Bureau of Business and Distributive Education, 1965.

Industrial Cooperative Training--A Handbook for Industrial Cooperative Teacher-Coordinators, Vocational Industrial Education Division, Texas Education Agency, 1965.

VI. Subject Matter Syllabus:

A.	The Coordinator and His Job	10%
	1. History of coordination	
	2. Philosophical concepts concerning coordination	
	3. Critical tasks in the job of the coordinator	
	4. Qualifications of a coordinator	
	a. Occupational experience	
	b. Technical competencies	
	c. Professional competencies	
B.	The Coordinator's Responsibility for Career Development	15%
	1. Recruitment and Selection of Students	
	2. Career planning	
	3. Work adjustment	
C.	Placing Student Trainees	20%
	1. Occupational (community) surveys to identify possible placements	
	2. Steps in placing students on cooperative jobs	
	3. Guidelines for selecting a training station	
	4. Establishing placement policies	
D.	The Training Sponsor	10%
	1. Criteria for the selection of the training sponsor	
	2. Procedures for inducting sponsors into the program	

E. The Individual Training Plan — 20%
   1. Purposes of the training plan
   2. Joint responsibilities of coordinator, student, and training sponsor
   3. Steps in construction of training plan

F. Improving the Student's Learning at His Training Station — 20%
   1. Purposes of coordination
   2. Assisting students in learning a job
   3. Assisting students in adjusting to his work environment
   4. Improving on-the-job training
   5. Evaluating occupational experience
   6. Articulating classroom and job learning

G. Placement of Graduates — 5%
   1. Responsibility of coordinator
   2. Value of continuous follow-up